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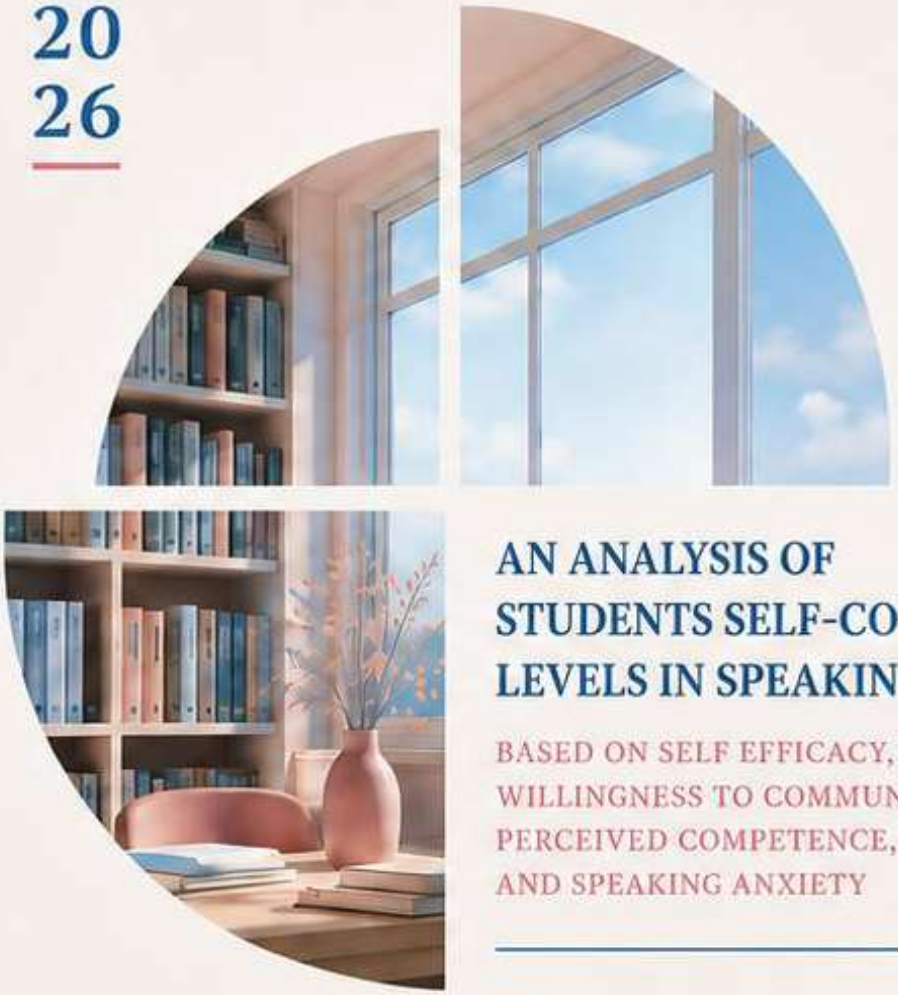

AN ANALYSIS OF STUDENTS SELF-CONFIDENCE LEVELS IN SPEAKING ENGLISH

BASED ON SELF EFFICACY, WILLINGNESS TO COMMUNICATE, PERCEIVED COMPETENCE, AND SPEAKING ANXIETY

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UNIVERSITAS KH. MUKHTAR SYAFA'AT

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Presented to Faculty of Tarbiya and Teachers Training Universitas KH. Mukhtar Syafaat in a Partial Fulfillment of the Requirement for the Degree of Strata 1 In English Education Department (S.Pd.)

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MOTTO AND DEDICATION

"There is great strength hidden behind a calm. Facing the storm of trials with a cool head and a patient heart is the highest form of courage for a man. When the world demands to continue complaining and shouting, choosing to remain silent and focus on finding a way out is a sign of maturity. Slow but sure steps will always beat those who run fast but easily fall along the way."

I dedicate this simple work with all my heart to my parents, whose sacrifices and constant prayers were my main source of strength when I was on the verge of giving up. Thank you for teaching me the meaning of being a responsible man. I also dedicate this work to myself, who has chosen to persevere, fight through fatigue, and refuse to be defeated by circumstances.

DECLARATION OF AUTHENTICITY OF THESIS

Bismillahirrahmanirrahim Here with I am:

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Declare that:

1. This Thesis has never been submitted to any other educational institution for any other academic degree.
2. This Thesis is the sole work of the author and has not been written in collaboration with any other person, nor does it include, without due acknowledgement, the work of any other person.
3. Should it later be found that Thesis is a product of plagiarism, I am willing to accept any legal consequences that may be imposed on me.



Banyuwangi, 23 june 2026

Declarator,



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ABSTRACT

Majid, M. Faqih azam 2026. An Analysis of Students Self-Confidence Levels in Speaking English Based on Self Efficacy, Willingness To Communicate, Perceived Competence, And Speaking Anxiety. Faculty of Tarbiya and Teachers Training. Universitas KH. Mukhtar Syafaat (UIMSYA) Blokagung Banyuwangi. Advisor: Miss Faiqotur Rizkiyah M. Pd.

Keyword: Self-Confidence, Self-Efficacy, Willingness To Communicate, Perceived Competence, Speaking Anxiety

This descriptive quantitative study profiles the English language self-confidence of 10th grade students at SMAN 1 Banyuwangi based on four psycholinguistic indicators: self-efficacy, willingness to communicate (WTC), perceived competence, and speaking anxiety. Using cluster random sampling, a sample of 100 respondents completed a questionnaire, which was analyzed through SPSS Visual Binning and descriptive statistics. The macro-level results show a strong central tendency: 79.00% of students stagnated in the Medium category exhibiting risk-averse behavior and passive classroom defense, while 9.00% reached High and 12.00% fell to Low. The micro-level mean scores showed Self-Efficacy scored the highest (2.5713), followed by WTC (2.4775) and Perceived Competence (2.4363). This gap highlights cognitive dissonance, where basic willpower is suppressed by negative self-assessments of technical competence. Furthermore, the post-reversal SPSS score reversal (2.106) indicates a high level of actual anxiety of 2.8940, which acts as an aggressive affective filter. Ultimately, Self-Efficacy is the dominant indicator driving students' affective architecture.

ABSTRAK

Majid, M. Faqih Azam 2026. An Analysis of Students Self-Confidence Levels in Speaking English Based on Self Efficacy, Willingness To Communicate, Perceived Competence, and Speaking Anxiety. Faculty of Tarbiya and Teachers Training. Universitas KH. Mukhtar Syafaat (UIMSYA) Blokagung Banyuwangi. Advisor: Miss Faiqotur Rizkiyah M. Pd.

Kata kunci: Kepercayaan Diri, Efikasi Diri, Kemauan Berkomunikasi, Kompetensi yang Dirasakan, Kecemasan Berbicara

Studi kuantitatif deskriptif ini memprofilkan kepercayaan diri berbahasa Inggris siswa kelas 10 di SMAN 1 Banyuwangi berdasarkan empat indikator psikolinguistik: efikasi diri, kemauan berkomunikasi (WTC), kompetensi yang dirasakan, dan kecemasan berbicara. Dengan menggunakan pengambilan sampel acak berkelompok, sampel sebanyak 100 responden mengisi kuesioner, yang dianalisis melalui SPSS Visual Binning dan statistik deskriptif. Hasil tingkat makro menunjukkan kecenderungan sentral yang kuat: 79,00% siswa stagnan dalam kategori Sedang yang menunjukkan perilaku menghindari risiko dan pertahanan kelas pasif, sementara 9,00% mencapai Tinggi dan 12,00% jatuh ke Rendah. Skor rata-rata tingkat mikro menunjukkan Efikasi Diri mendapat skor tertinggi (2,5713), diikuti oleh WTC (2,4775) dan Kompetensi yang Dirasakan (2,4363). Kesenjangan ini menyoroti disonansi kognitif, di mana kemauan dasar ditekan oleh penilaian diri negatif terhadap kompetensi teknis. Lebih lanjut, pembalikan skor SPSS pasca-pembalikan (2,106) menunjukkan tingkat kecemasan nyata yang tinggi sebesar 2,8940, yang bertindak sebagai filter afektif yang agresif. Pada akhirnya, Efikasi Diri adalah indikator dominan yang mendorong arsitektur afektif siswa.

FOREWORD

All praise is due to Allah SWT, the Lord of the universe, who has bestowed His mercy, blessings, guidance, health, strength, and opportunity upon the writer so that this thesis can be completed successfully. Peace and salutation be upon Prophet Muhammad SAW, his family, companions, and all of his followers who remain steadfast on his path until the end of time.

This thesis entitled "An Analysis of Students Self-Confidence Levels in Speaking English Based on Self Efficacy, Willingness To Communicate, Perceived Competence, And Speaking Anxiety" is presented to the English Education Department, Faculty of Tarbiya and Teachers Training, Universitas KH. Mukhtar Syafaat (UIMSYA) Blokagung Banyuwangi in partial fulfillment of the requirements for the degree of Strata-1 (S.Pd).

In completing this thesis, the writer faced many challenges, difficulties, and obstacles throughout the process. However, with the help, support, prayers, and encouragement from many people, this thesis was finally completed. Therefore, the writer would like to express sincere gratitude to all those who have contributed to this accomplishment.

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CHAPTER I
INTRODUCTION

1.1. Background

English is an international language that plays an important role in global communication, education, and technology, serving as a vital bridge across diverse cultures and industries worldwide. In the field of education, particularly in Indonesia, English is taught as a compulsory subject in senior high schools to equip students with the ability to communicate effectively in international contexts, as Syamsia and Saiful (2025) note: at the senior high school level, it is a mandatory subject, and students are expected to build competence across the four main language skills This approach aligns with national curricula like Kurikulum Merdeka, fostering practical proficiency for global opportunities. English language learning involves four main skills, namely listening, speaking, reading, and writing, which are integrated to support students' overall language competence; Alajmi (2025) emphasizes this by stating that the four skills form a cornerstone of effective language teaching when combined effectively.

Among the four language skills, speaking is considered a crucial skill because it enables students to express ideas, opinions, and information orally, allowing for active engagement in real-world interactions. Speaking skill reflects students' ability to use language actively in real communication, distinguishing it from more passive skills like reading or listening. However, speaking is often regarded as one of the most difficult skills for students to master, as Devi (2024) highlights: Speaking skills are considered to have the highest importance for EFL students since they enable learners to have spontaneous communication. Many students experience difficulties in speaking English due to limited opportunities to practice, fear of making mistakes, and various psychological factors that hinder their performance in oral communication, with Derakhshan et al. (2024) noting that anxiety and lack of confidence significantly impede fluency and accuracy in EFL contexts.

In addition to linguistic challenges, psychological factors also play an important role in students' speaking performance. One of the most influential psychological factors in speaking English is self-confidence, which refers to students' belief in their ability to use English effectively in speaking activities. Students who possess high self-confidence tend to be more active in class, more willing to speak, and less afraid of making mistakes, as Rahman and Yunus (2024)

observe: despite students' motivation and positive attitude towards English speaking, anxiety and lack of self-confidence remain key obstacles. In contrast, students with low self-confidence often hesitate to speak, feel anxious, and avoid participating in speaking activities, with the same authors noting that these issues stem from a fear of erring and being subjected to derision by one's peers.

Students' self-confidence in speaking English can be observed through several key indicators that reflect their attitudes, perceptions, and emotional responses during speaking activities. These indicators serve as important dimensions for understanding how students approach oral communication in English and how confident they feel when using the language in various classroom contexts. One of these indicators is self-efficacy, which Wijaya (2024) defines as students' belief towards their current speaking competencies and which directly influences their persistence in overcoming speaking challenges and communicative difficulties. Another essential indicator is willingness to communicate, which Yusuf et al. (2025) describe as students' readiness to engage in oral interactions when given opportunities despite the presence of classroom anxiety or fear of making mistakes. In addition, perceived competence plays a crucial role, as it relates to students' self-assessment of their speaking ability. As explained by Lar and Maulina (2024), perceived competence reflects how students evaluate their own proficiency levels in real speaking tasks and communicative situations. Furthermore, speaking anxiety is also considered a significant indicator of self-confidence, characterized by feelings of nervousness and tension during oral performance. Rahman and Yunus (2024) describe this condition as one in which anxiety and lack of self-confidence remain key obstacles that block fluent and accurate oral expression. Collectively, these indicators provide educators and researchers with a comprehensive framework for diagnosing students' levels of self-confidence and for designing appropriate strategies to improve English speaking performance in various educational contexts.

At the senior high school level, particularly in Grade 10th, students are in a transitional phase from junior high school to senior high school, where they face increased academic demands and social expectations. At this stage, students are expected to be more active and independent in the learning process, including in English language learning, during speaking tasks. English speaking skill becomes one of the essential skills that should be developed starting from Grade 10th,

requiring consistent practice to build fluency, while Mardia et al. (2024) found that there is a highly significant positive correlation between self-esteem and English speaking ability specifically among tenth graders. Therefore, students' self-confidence in speaking English is an important aspect to consider, as it directly influences their participation in speaking activities in the classroom.

Previous studies consistently show a clear link between students' self-confidence and their English speaking ability. Zainal et al. (2024) aimed to investigate the correlation between self-confidence and speaking skills among grade VII EFL students. Larasati et al. (2023) sought to examine the relationship between self-confidence and speaking performance in EFL lower secondary students. Saharuddin et al. (2024) intended to assess self-confidence levels in EFL students' speaking performance. Lar and Maulina (2024) point out that most studies measure self-confidence as a whole without breaking it down into specific parts, which limits deeper understanding of how different aspects affect speaking performance. However, these studies still leave important gaps: they measure self-confidence generally without analyzing four specific indicators (self-efficacy, willingness to communicate, perceived competence, speaking anxiety), they don't identify the most dominant indicator, their populations are limited without high school grade 10th context, and no comprehensive study combines multi-indicator analysis.

Therefore, a descriptive quantitative study is needed to analyze students' confidence levels in English speaking based on specific indicators, namely self-efficacy, willingness to communicate, perceived competence, and speaking anxiety. This study is expected to provide a systematic, objective, and comprehensive description of the self-confidence of Grade 10th students at SMAN 1 Banyuwangi, as well as to contribute empirical evidence that may support future instructional and pedagogical improvements in English speaking instruction.

1.2 Research Problem

1.2.1 What is the self-confidence profile of 10th grade student at SMAN 1 Banyuwangi in speaking English?

1.2.2 What is the level of student self-confidence based on following indicators: self-efficacy, willingness to communicate, perceived competence, and speaking anxiety at SMAN 1 Banyuwangi?

1.2.3 What is the most dominant indicator of student self-confidence?

1.3 Research Objective

The objectives of this research describe what the researcher aims to achieve through the study. In line with the research questions above, this study is designed to address three objectives, as follows:

1.3.1 To describe the self-confidence profile of Grade 10th students at SMAN 1 Banyuwangi in English speaking.

1.3.2 To analyze the level of students' self-confidence in English speaking based on the indicators of self-efficacy, willingness to communicate, perceived competence, and speaking anxiety.

1.3.3 To identify the most dominant indicator of students' self-confidence in English speaking among Grade 10th students at SMAN 1 Banyuwangi.

1.4 Research Significance

1.4.1 Theoretical Benefits

Theoretically, this study is expected to contribute to the development of English language teaching studies, particularly in relation to affective factors, namely students' self-confidence in speaking skills. In addition, this study enriches the understanding of students' self-confidence profiles based on the indicators of self-efficacy, willingness to communicate, perceived competence, and speaking anxiety within the context of English learning at the senior high school level.

1.4.2 Practical Benefits

a. For English Teachers

This study is expected to provide useful information regarding students' levels of self-confidence in speaking English and assist teachers in designing more effective speaking instruction that encourages active student participation.

b. For Students

This study may help students recognize their level of self-confidence in speaking English, which can serve as a basis for improving their confidence and oral communication skills.

c. For Future Researchers

This study is expected to serve as a reference for future researchers who are interested in investigating students' self-confidence or other affective factors in English language learning.

1.5 Scope and Limitation Research

This study is delimited to ensure that the discussion remains focused and aligned with the objectives of the research. The scope of the study is limited to the analysis of students' levels of self-confidence in speaking English based on self-confidence indicators.

The subjects of this study are 10th grade students of SMAN 1 Banyuwangi in the 2026 academic year. This research specifically involves students from classes 10-1, 10-3, 10-4 and 10-7, does not include learners from other grade levels.

The focus of this study is students' self-confidence in English speaking skills, which is measured through four main indicators, namely self-efficacy, willingness to communicate, perceived competence, and speaking anxiety. A questionnaire is employed as the primary instrument to collect quantitative data related to students' self-confidence levels.

This study adopts a descriptive quantitative approach; therefore, it does not aim to examine causal relationships, effects, or correlations among variables. The findings of this study solely describe the profile and levels of students' self-confidence based on the predetermined indicators.

1.6 Definition of Terms

1.6.1 Speaking

Speaking is widely recognized as a fundamental language skill that plays a central role in human communication and interaction. In this regard, Brown (2007) explains that speaking is fundamentally an interactive process that involves the construction of meaning through the exchange of spoken language, requiring not only linguistic competence but also pragmatic and strategic skills. This definition emphasizes that speaking is not merely the act of producing sounds, but a dynamic process that demands both language knowledge and communicative strategies. Similarly, Hameed & Nazri (2025). Speaking is the productive skill that enables

individuals to express thoughts, ideas, and feelings through verbal and nonverbal communication in various contexts.

1.6.2 Self-Confidence

Self-confidence can be understood as an individual's evaluation of their own ability to successfully perform speaking tasks and manage communicative demands in oral language use. Akbar (2025) defines self-confidence as people's judgments of their capabilities to organize and execute courses of action required to achieve designated types of performances in speaking contexts, which is reflected in personal characteristics such as assertiveness, optimism, and emotional maturity. Supporting this view, Bilal (2025) explains that self-confidence refers to students' belief in their ability to communicate effectively in English speaking activities, emphasizing its role as a key factor that influences students' willingness to participate actively and speak fluently during oral language tasks. Therefore, these perspectives collectively position self-confidence as a crucial psychological factor that underlies and supports EFL students' speaking performance.

1.6.3 Self Efficacy

Self-efficacy is fundamentally defined as an individual's belief in their capacity to execute behaviors necessary to produce specific performance attainments, serving as a central psychological construct that powerfully influences EFL speaking performance Saez-Zevallos (2025). Building upon this foundational concept, Maesaroh (2025) further elaborates that self-efficacy represents learners' confidence in successfully performing English language tasks, which plays a pivotal role in enhancing motivation, sustaining persistence, reducing speaking anxiety, and ultimately elevating oral proficiency within authentic communication contexts. Collectively, these scholarly definitions underscore self-efficacy's critical function as a key determinant of students' willingness and capability to engage effectively in English speaking activities.

1.6.4 Willingness To Communicate

Willingness to communicate (WTC) reflects learners' disposition to participate in second language interaction. According to Purba (2025), WTC is defined as a learner's

readiness to enter into discourse at a particular time with specific interlocutors using L2, indicating the moment when linguistic knowledge is transformed into communicative action. Similarly, Li (2025) describes WTC as learners' psychological readiness to initiate communication, highlighting the influence of emotional intelligence and situational factors on learners' communicative engagement.

1.6.5 Perceived Competence

Perceived competence refers to learners' personal perceptions and judgments regarding their own ability to use a second language effectively in specific communicative situations. Gutiérrez-Fernández et al. (2025) define perceived competence as an individual's self-assessment of their abilities to perform specific language tasks, emphasizing its role as an important predictor of performance outcomes, learning motivation, and strategic language use in EFL contexts. Expanding on this view, Oga-Baldwin et al. (2025) explain that perceived competence involves students' subjective evaluation of their capability to successfully comprehend and produce language, highlighting its nature as a dynamic psychological construct that strongly influences learners' autonomous motivation and actual speaking performance. Overall, these perspectives position perceived competence as a key factor that connects learners' self-beliefs with their readiness and willingness to engage actively in oral communication tasks.

1.6.6 Speaking Anxiety

Speaking anxiety is one of the psychological factors that frequently emerges in foreign language learning and can significantly affect students' performance in oral communication. Febrianti (2025) defines speaking anxiety as a distinct complex of self-perceptions, beliefs, feelings, and behaviors arising from language learning, which specifically emerges and manifests during the performance of speaking tasks. This definition emphasizes that speaking anxiety is not merely emotional in nature but also involves cognitive and behavioral dimensions. In line with this perspective, Cahyaningtiyas (2025) describes speaking anxiety as psychological discomfort experienced during EFL speaking activities, distinguishing between trait anxiety and state anxiety

that may hinder fluency and students' participation in oral communication activities. Therefore, these definitions collectively underscore speaking anxiety as a complex psychological construct that exerts a significant influence on students' engagement and speaking performance in EFL contexts.

CHAPTER II
REVIEW OF RELATED LITERATURE

2.1 Theoretical Review

2.1.1 Affective Factors in EFL Learning

a. The concept of affective factors in foreign language learning

In the field of English as a Foreign Language (EFL), affective factors which essentially refer to the emotional side of learning are recognized as vital elements that determine a student's success. According to Dewaele & Dewaele (2024), these factors encompass emotions such as motivation, anxiety, attitudes, and self-esteem, which directly influence students' readiness, confidence, and perseverance in overcoming new language challenges. Essentially, how a student feels when they enter the English classroom significantly dictates how well they can absorb the material provided by the teacher, as their emotional state acts as the primary filter for learning.

In more recent studies, Hiver et al. (2021) have emphasized that emotions are not just a passive background in the learning process. Instead, they function as a dynamic system that directly governs how much a student engages with their lessons. This means that emotions are constantly shifting and actively influencing a student's focus and effort. Consequently, positive emotions can act as a powerful catalyst that speeds up the language acquisition process, while negative emotions can create a psychological barrier that brings progress to a complete halt.

b. The role of affective factors in speaking performance

The influence of these emotional factors is particularly significant in speaking performance, mainly because speaking is a deeply personal activity that involves expressing one's identity in front of others. Maharani (2025) explains that affective factors such as anxiety and self-confidence directly shape students' willingness to participate in oral communication, as learners' emotional states determine whether they engage actively or withdraw from speaking tasks. When students perceive themselves as capable speakers, they show greater participation and fluency, whereas negative emotional states like fear of

negative evaluation lead them to avoid speaking activities to prevent embarrassment.

Supporting this view, recent research by Li and Dewaele (2020) indicates that a student's speaking achievement is often affected by the constant shift between Foreign Language Enjoyment and anxiety. Their study shows that successful learners are not necessarily those who have no fear, but rather those who can balance their excitement with their nerves. Ultimately, the ability to manage these emotions effectively is the primary key to achieving fluency, as it allows students to remain calm and focused even when they encounter difficulties in communication.

c. The position of self-confidence in affective factors

Among the various affective factors that influence language learning, self-confidence holds a very strategic position. Kulsum (2025) highlights that confidence acts as a psychological shield that enables EFL students to take risks in oral communication, stating: students with higher self-confidence tend to perform better in speaking tasks, demonstrating greater fluency, accuracy, and active engagement. In a classroom setting, this shield allows students to attempt speaking even when uncertain about their grammar or pronunciation, whereas low confidence makes learners feel too exposed and vulnerable, leading them to avoid oral activities altogether.

This point is further supported by Suleimenova (2023), both of who concluded that self-confidence has the strongest correlation with successful oral communication. Their research suggests that while other factors like motivation and interest are important, it is self-confidence that often acts as the final green light for a student to actually start speaking. Even students with high linguistic knowledge may struggle to perform if they lack the belief that they can successfully convey their message to an audience.

The reason self-confidence is so vital is that a high level of confidence helps to significantly reduce mental blocks, such as fear, shame, or hesitation, that often arise when a student is required to speak in front of others. When a

student feels confident, their brain can focus more on the content of what they are saying rather than worrying about potential mistakes or the judgment of their peers. Ultimately, by lowering these psychological barriers, self-confidence creates a clearer path for students to practice their speaking skills and achieve better fluency over time.

2.1.2 Students' Self-Confidence in Language Learning

a. Definitions of Self-Confidence

In recent language learning research, self-confidence is no longer viewed merely as a fixed or permanent personality trait that a person is either born with or without. Instead, it is understood as a situational belief in one's own capabilities, which can change depending on the context or the specific task at hand. This means that a student might feel very confident in their ability to read or write in English, yet feel a complete lack of confidence when asked to speak in front of a group. This shift in perspective allows educators to see confidence as something that can be built and nurtured through the right classroom environment.

According to Hesmatantya (2025), self-confidence in language learning is defined as an individual's positive belief in their language abilities that encourages active participation and enhanced performance, rather than mere general optimism. This specific self-perception of linguistic competence drives students to invest greater effort in overcoming challenging speaking tasks. When learners trust they possess the necessary skills for effective communication, this internal conviction becomes the foundation supporting their persistence and engagement in acquiring English proficiency.

This definition is further expanded by Rubio-Alcalá (2020), who describes self-confidence as the direct result of a positive self-evaluation of past learning experiences. When a student successfully completes a task or receives praise for their progress, it forms the courage they need to face future communication challenges. Essentially, self-confidence is the internal conviction that one can succeed in a specific task based on their previous achievements. By

reflecting on their past successes, students develop the mental strength to try again, even when they know the next task might be more difficult than the last.

b. Self-Confidence in the EFL Context

In an English as a Foreign Language (EFL) environment, such as Indonesia, the role of self-confidence becomes much more complex because students typically have very limited opportunities to practice the language outside the classroom walls. Unlike learners in English-speaking countries, EFL students do not hear or use English in their daily social interactions, which makes the classroom their only real practice ground. Bano and Arshad (2022) explain that in this specific context, students' confidence is often quite fragile due to heavy social pressure and the intense fear of making grammatical errors in front of their peers. Because the language feels foreign rather than natural, every mistake can feel like a personal failure, leading to a hesitation that prevents them from trying at all.

Since English is not integrated into their daily lives, this lack of constant exposure naturally makes students feel uncertain and doubtful about their actual skills. They may know the rules of the language, but they lack the experience of success that comes from regular usage. Consequently, self-confidence acts as a primary gatekeeper in the EFL classroom. It is the decisive factor that determines whether a student will take the risk to use the language during a lesson or choose to remain silent to avoid judgment. In this environment, a student's success is not just about their intelligence, but about having enough confidence to push through the uncertainty of using a language that they rarely encounter in the real world.

c. The Relationship Between Self-Confidence and Oral Communication

The relationship between self-confidence and oral communication is reciprocal and highly influential, meaning that each one constantly strengthens the other. Fathi and Mohammadi (2021) argue that high levels of self-confidence are directly proportional to speaking fluency.

This is primarily because confident students experience a much lower cognitive load during a conversation. When a student is not preoccupied with worrying about others' judgments or the possibility of making a mistake, their brain is free from emotional stress. This allows their working memory to focus entirely on the actual task of constructing sentences, choosing the right vocabulary, and maintaining the flow of the conversation.

Conversely, this relationship works in the opposite direction as well, where every successful oral communication experience serves to reinforce a student's self-belief. This creates what is known as a virtuous cycle, where the act of speaking leads to a sense of achievement, which then builds higher confidence for the next interaction. As students practice more frequently without the fear of failure, their performance naturally improves, which in turn makes them feel even more capable. Ultimately, this cycle proves that self-confidence is not just a static feeling, but a dynamic force that grows every time a student successfully uses the language to express their thoughts.

2.1.3 Self-Confidence in English Speaking

a. Speaking as a Productive Skill

Speaking continues to be regarded as the most demanding language skill because of its unique productive and instantaneous nature. Unlike reading or listening, which allow learners to process information at their own pace, speaking requires an immediate response and active language production. According to Hasan et al. (2024), speaking involves a highly complex cognitive process where students must spontaneously integrate their linguistic knowledge such as grammar, vocabulary, and pronunciation under significant time pressure. Because the brain has to perform all these tasks simultaneously during a conversation, it often becomes a major source of stress for learners who are still mastering the language.

Unlike receptive skills, speaking requires learners to be brave enough to produce the language even when their internal process of acquisition is not yet perfect. In a live

conversation, there is no undo button or opportunity to erase a mistake as there is in writing. This productive aspect makes the act of speaking highly sensitive to the student's mental state at the exact moment of utterance. If a student feels nervous or lacks confidence, their ability to retrieve the right words can become blocked, leading to hesitation or silence. Therefore, success in speaking is not just about how much English a student knows, but about their psychological readiness to use that knowledge in real-time interactions.

b. Challenges in Speaking for EFL Learners

The challenges faced by EFL learners today have shifted significantly; they now extend beyond traditional grammar issues and are increasingly centered on psychological and environmental factors. Pratiwi and Dewi (2023) argue that the primary barrier for students in contexts like Indonesia is the intense fear of negative evaluation from their peers. This fear often creates a classroom atmosphere where students are more concerned about being judged for their mistakes than they are about practicing the language. Furthermore, the lack of a supportive community for practicing English outside of school hours means that students often feel isolated in their learning journey, with very few safe spaces to trial their speaking skills without the risk of social embarrassment.

Even with wide access to digital media and online resources, many students find it incredibly difficult to transition from digital communication, such as texting or commenting, to spontaneous oral communication. While texting allows time for reflection and editing, speaking is immediate and visible. This difficulty is worsened by the high social pressure many learners feel to sound perfect or native-like the moment they open their mouths. Instead of seeing English as a tool for communication, many students view it as a performance where anything less than perfection is seen as a failure. Consequently, these environmental and psychological pressures act as a heavy weight that prevents learners from developing the fluency they are otherwise capable of achieving.

c. The Role of Self-Confidence in the Speaking Classroom

In the classroom setting, self-confidence serves as the primary engine for active participation and meaningful interaction. Recent research by Nugroho and Fitri (2025) shows that students with high levels of self-confidence are significantly more proactive in initiating conversations without waiting for the teacher's prompt. This internal drive allows students to tolerate ambiguity the feeling of being unsure about a word or rule and accept mistakes as a natural and necessary part of the learning process. Instead of being paralyzed by an error, confident learners view it as a stepping stone toward improvement, which allows them to stay engaged and keep practicing even when the material becomes difficult.

Conversely, without a solid foundation of self-confidence, even the most modern and well-equipped classroom environment remains ineffective. Students who lack confidence often choose to remain passive, not because they do not know the answer, but as a defensive strategy to protect their self-esteem from perceived failure. For these students, silence is a way to avoid the risk of being wrong in front of others. This passivity creates a barrier to learning, as the student misses out on the essential practice needed to improve. Ultimately, the presence of self-confidence transforms the classroom from a place of testing and judgment into a safe laboratory for communication and growth.

2.1.4 Indicators of Students' Self-Confidence in Speaking

a. Self-Efficacy

Self-efficacy serves as a primary indicator of self-confidence, specifically referring to a student's belief in their ability to organize and execute the actions required to succeed in a speaking task. According to Zimmerman (2023), self-efficacy is not merely a vague or general feeling of being good at English. Instead, it is a focused conviction that a person can handle a specific challenge, such as delivering a formal presentation or participating in a fast-paced debate. This means that self-efficacy is task-specific; a student might feel highly capable of answering a teacher's

question but feel less certain about leading a group discussion.

Supporting this view, Al-Hoorie et al. (2024) emphasize that these self-beliefs act as a motivational engine that sustains a student's effort over time. Students who possess high self-efficacy tend to view difficult speaking activities as challenges to be mastered rather than as threats to be avoided. This psychological perspective is crucial because it directly dictates how much effort a student will invest in a task and how long they will persist when they encounter linguistic difficulties. When a student with high self-efficacy forgets a word or struggles with a complex sentence structure, they do not see it as a sign of failure. Instead, they remain resilient and continue to search for alternative ways to express their thoughts, viewing the struggle as a natural part of the learning process.

In the specific context of the speaking classroom, high self-efficacy plays a vital role in helping students manage internal stress and maintain their focus under pressure. When a student is convinced of their own capability, they are less likely to experience the learned helplessness that often affects those with low self-efficacy. Learned helplessness occurs when students feel that no matter how much they study, they will never achieve fluency, leading them to give up entirely. Therefore, measuring a student's self-efficacy as a combination of their persistence and their belief in task mastery provides a clear window into their level of self-confidence before they even begin to speak, making it an essential predictor of their actual classroom performance.

b. Willingness to Communicate (WTC)

Willingness to Communicate (WTC) serves as the primary behavioral indicator of self-confidence, representing a student's immediate readiness to enter into a conversation at a particular moment with a specific person. Mystkowska-Wiertelak (2022) describes WTC as the final psychological step that occurs just before the actual act of speaking begins. It is the moment where a

student decides whether to speak up or stay silent. A confident student demonstrates high WTC through visible actions, such as being the first to raise their hand, volunteering for role-play activities, or responding to a teacher's open-ended questions without hesitation. In this sense, WTC acts as the essential bridge that connects a student's internal feelings of confidence to their external participation in the classroom.

Adding to this perspective, Zarrinabadi et al. (2024) highlight that WTC is not just about personality, but is heavily influenced by the situational confidence a student feels in the moment. The level of WTC is highly dynamic and is often considered a direct reflection of a student's comfort level within the learning environment. When students feel confident, their WTC increases because they perceive the social benefits of communication such as making a point or connecting with others as being much higher than the psychological risks of making a grammatical mistake. This explains why a student might be very talkative in a small group of friends but remain completely silent during a formal class presentation.

On the other hand, a student might possess high linguistic knowledge and a large vocabulary but still exhibit low WTC if they lack the confidence to use that knowledge in front of an audience. This gap shows that knowing a language is not the same as being willing to use it. By observing a student's willingness to initiate and maintain a conversation, educators can accurately gauge the strength of the student's self-confidence in a real-world, social setting. Ultimately, WTC is the most practical way to measure confidence because it moves beyond what a student *thinks* they can do and focuses on what they *actually do* when given the chance to speak.

c. Perceived Competence

Perceived competence refers to a student's subjective self-evaluation of their own language abilities, which often exists independently of their actual objective proficiency. According to Mercer (2024), this indicator is deeply influential because learners do not act based on

their true skill level, but rather on what they *think* they can do. This explains why a student might achieve a high score on a written grammar test yet still have very low perceived competence when it comes to speaking. When a student views themselves as a good speaker, they develop a sense of authority over the language. This internal feeling of mastery allows them to produce sentences more naturally and with far less hesitation, as they are not constantly questioning their own knowledge.

The importance of perceived competence lies in its ability to shape a student's long-term identity as a language learner. Students who perceive themselves as competent are more likely to set higher goals and actively seek out challenging communication opportunities that help them grow. As noted by Lyu et al. (2025), this positive self-perception serves as a protective layer that helps students maintain their motivation even in difficult social settings. Because they believe in their underlying ability, these students are less likely to be discouraged by temporary setbacks, viewing them as part of the learning journey rather than a permanent reflection of their intelligence.

This perception essentially acts as a psychological filter for everything a student experiences in the classroom. If they see themselves as capable, they tend to interpret their mistakes as minor slips or temporary errors rather than proof of failure. By contrast, students with low perceived competence often fall into a trap of over-analyzing their own performance in real-time. This leads to a highly self-critical mindset where every small error is seen as a major flaw. This constant self-doubt creates a mental barrier that prevents them from achieving the fluency they are theoretically capable of reaching, proving that a student's belief in their skill is just as important as the skill itself.

d. Speaking Anxiety

Speaking anxiety is often considered the reverse indicator of self-confidence, characterized by persistent feelings of tension, apprehension, and nervousness specifically related to using a foreign language. Dewaele

(2023) describes this anxiety as a significant emotional barrier that can effectively freeze a student's ability to communicate, even if they have spent years studying the language. High self-confidence is typically signaled by low levels of speaking anxiety; when students feel secure in their environment, their nervous system remains calm. This physiological state allows them to think clearly, maintain their train of thought, and access their mental vocabulary quickly and accurately during a conversation.

Adding to this understanding, Ahmadi (2024) notes that speaking anxiety often stems from evaluative apprehension, where students are overly concerned with how they are being perceived by their teacher or peers. This indicator is particularly vital in a speaking classroom because high levels of anxiety can lead to severe physical and cognitive blocks. A student struggling with this may experience visible symptoms such as an increased heart rate or sweating, alongside the sudden inability to remember even the simplest words a phenomenon frequently referred to as mind-blanking. When the brain is overwhelmed by fear, it prioritizes survival over language production, making it nearly impossible for the student to speak fluently.

Research consistently shows that managing this anxiety is a fundamental step in building overall self-confidence. As students become more comfortable with the possibility of making mistakes and begin to view the classroom as a supportive space, their anxiety levels naturally decrease, allowing their confidence to rise. Consequently, measuring the reduction of anxiety is one of the most accurate ways to track a student's progress in developing speaking confidence. By focusing on creating a low-anxiety atmosphere, educators can help students move past their fears and unlock the linguistic skills they have already worked so hard to acquire.

2.2 Previous Study

The study conducted by Kamal J. I. Badrasawi (2021), entitled *English Language Speaking Anxiety, Self-Confidence and Perceived Ability among Science and Technology Undergraduate Students: A*

Rasch Analysis, aimed to analyze English speaking anxiety, self-confidence, and students' perceived oral English ability among Science and Technology undergraduates, as well as to identify differences based on demographic variables. The research employed a survey method using a 41-item questionnaire administered to 300 third- and fourth-year undergraduate students from three public universities in Malaysia. The data were analyzed using the polytomous Rasch measurement model. The findings revealed that the students experienced English speaking anxiety and demonstrated low levels of self-confidence, while their perceived oral English ability was categorized as high. Significant differences were found in anxiety levels based on the type of university, as well as in self-confidence and perceived ability based on academic program. Overall, students tended to show higher self-confidence when speaking in familiar situations and topics. These findings suggest the need to enhance English oral communication training through more authentic and socially interactive contexts in higher education.

The study by Invia Gorni Katiandagho (2022) entitled *Students' Self-Confidence and Their Willingness to Communicate in English* investigated students' levels of self-confidence, their willingness to communicate in English, and the relationship between these variables. The participants were students from grades 10, 11, and 12 at a private senior high school in North Sulawesi during the first semester of the 2022/2023 academic year. Data were collected through questionnaires measuring self-confidence and willingness to communicate. The results showed that students' self-confidence was categorized as moderate (mean = 3.17), while their willingness to communicate in English was also at a moderate level (mean = 2.85). Moreover, the analysis revealed a significant positive relationship between self-confidence and willingness to communicate ($r = 0.575$; $p < 0.05$). These findings suggest that increasing students' self-confidence may play an important role in improving their willingness to communicate in English, particularly through effective teacher support.

A research study by Miftah (2025) entitled Investigating Students' Self-Confidence Level in Speaking English at the Tenth Grade Students of SMA Negeri 03 Kotabumi in the Academic Year 2024/2025 aims to obtain a comprehensive description of the self-confidence level of tenth-grade students of SMA Negeri 03 Kotabumi in speaking English. This descriptive quantitative research involved

80 students as the research subjects, representing 10 existing classes. The data were collected using a Likert-scale questionnaire, which initially consisted of 50 items based on five aspects of self-confidence: belief in one's own abilities, optimism, objectivity, responsibility, and rationality. After the validity test was conducted, the final instrument consisted of 30 valid items with a reliability coefficient of 0.959. The results of the data analysis indicated that the overall level of students' self-confidence was classified as moderate. In detail, 7 students (8.75%) were categorized as having very low self-confidence, 21 students (26.25%) low, 35 students (43.75%) moderate, 15 students (18.75%) high, and 2 students (2.5%) very high. The dominance of the moderate category suggests that most students have developed a certain level of self-confidence; however, it has not been evenly distributed among all students. This condition indicates that students are still in the process of recognizing and developing their self-confidence, such as acting independently in making decisions and being willing to try new things.

The study conducted by Sahida Zalzabilah (2025) entitled *Analyzing Students' Self-Confidence in Speaking English at SMAN 1 Malunda* aimed to identify students' levels of self-confidence in speaking English and to examine the factors affecting their self-confidence at SMAN 1 Malunda. This research applied a mixed-methods approach combining quantitative and qualitative data, using a case study design. The participants were eleventh-grade students selected through purposive sampling. Data were collected through questionnaires and interviews. The results showed that students' self-confidence in speaking English was generally at a sufficient level. Students' self-confidence was categorized into six levels, namely very high, high, moderate, sufficient, low, and very low. Most students (64.5%) were classified in the sufficient category, indicating that their self-confidence was at a reasonable level but had not yet fully developed. Several factors were found to influence students' self-confidence, including limited vocabulary and grammar mastery, difficulties in English pronunciation, a supportive learning environment, social support, students' belief in their own abilities, and fear of negative evaluation from others.

The study conducted by Rina Agustina (2025) entitled *Factors Contributing to Students' Self-Confidence in Speaking at the Department of English Education, UIN SUSKA Riau* aimed to identify the level of students' self-confidence in speaking at the

English Education Department of UIN SUSKA Riau. The results of the questionnaire revealed that students' self-confidence was categorized as moderate, with a percentage of 44.4%. he study also found that students' self-confidence was influenced by both internal and external factors. Internal factors included basic grammar competence, vocabulary and content mastery, as well as the use of English in daily activities. Meanwhile, external factors consisted of motivation and support from lecturers or mentors. Both factors significantly contributed to students' self-confidence in speaking, and improving self-confidence was shown to have a positive impact on students' English Speaking ability.

All five previous studies share a common finding with this research: self-confidence plays a key role in EFL speaking performance. Miftah (2025) is most similar because it also studies Grade 10th high school students in Indonesia using a descriptive quantitative approach. Katiandagho (2022) and Zalzabilah (2025) are also relevant as they involve Indonesian high school students, while Badrasawi (2021) and Agustina (2025) support the positive link between confidence and oral communication skills.

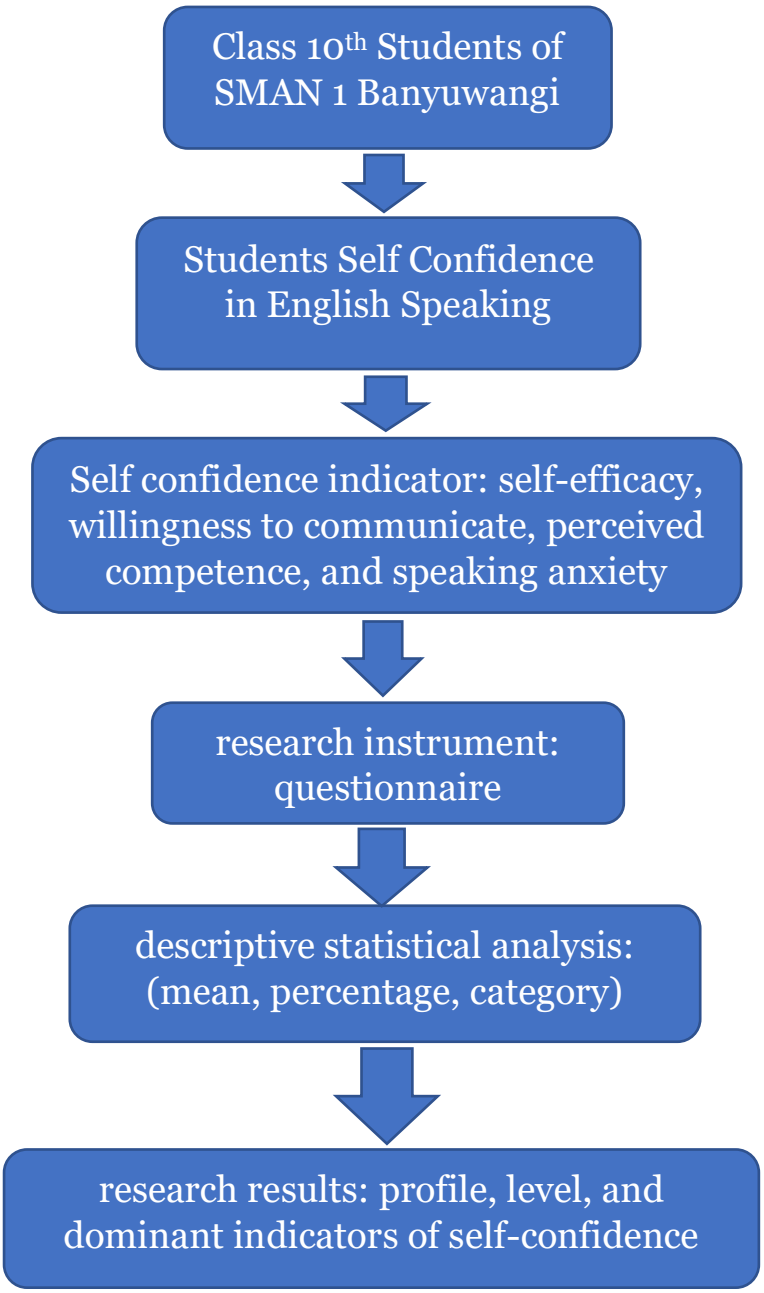
However, there are important differences. First, population: two studies focus on university students (Badrasawi, Agustina), one on Grade 10th (Miftah), one across grades 10-12 (Katiandagho), and one on grade 11th (Zalzabilah), while this research specifically targets Grade 10th students at SMAN 1 Banyuwangi. Second, self-confidence measurement: previous studies use general approaches or measure only 2-5 aspects, none analyze the four specific indicators (self-efficacy, willingness to communicate, perceived competence, speaking anxiety) together. Third, research methods vary from Rasch analysis to mixed methods, while this study uses pure descriptive quantitative analysis.

The main research gap this study addresses is no descriptive quantitative research systematically analyzes Grade 10th high school students' self-confidence in Indonesia based on four specific indicators to identify the most dominant factor affecting speaking performance. This research takes a unique position by focusing on the critical Grade 10th transition phase, comprehensive analysis of four specific indicators, and the local context of SMAN 1 Banyuwangi, providing original contributions not found in previous literature.

Table 3.1 Previous Study

No	Author, Year, Title	Source (Journal/ Thesis, Institution)	Research Objective	Research Method	Findings / Conclusion	Similarities	Differences
1	Badrasawi, K. J. I. (2021). English Language Speaking Anxiety, Self-Confidence and Perceived Ability among Science and Technology Undergraduate Students	Pertanika Journal of Social Sciences & Humanities	To analyze speaking anxiety, self-confidence, and perceived oral English ability and identify demographic differences	Survey research; Quantitative; Questionnaire (41 items); 300 undergraduate students; Polytomous Rasch Model	Students experienced speaking anxiety and low self-confidence, while perceived ability was high; significant differences based on university type and academic program	Examines self-confidence and speaking performance in EFL context	Focuses on university students; uses Rasch analysis; does not analyze self-confidence indicators comprehensively
2	Katiandagho, I. G. (2022). Students' Self-Confidence and Their Willingness to Communicate in English	Linguistic English Education and Art (LEEA) Journal	To investigate students' self-confidence, willingness to communicate, and their relationship	Quantitative correlational; Questionnaire; Senior high school students (Grades 10th–XII)	Students' self-confidence and willingness to communicate were moderate; a significant positive correlation was found	Investigates self-confidence in senior high school EFL context	Uses correlational design; focuses on relationship, not descriptive profiling
3	Miftah (2025). Investigating Students' Self-Confidence Level in Speaking English at the Tenth Grade Students of SMA Negeri 03 Kotabumi	Griya Cendikia	To describe students' self-confidence level in speaking English	Descriptive quantitative; Questionnaire; 80 Grade 10th students	Students' self-confidence was predominantly moderate; uneven distribution across students	Same grade level (Grade 10th); descriptive quantitative approach	Uses different self-confidence indicators; does not identify dominant indicator
4	Zalzabilah, S. (2025). Analyzing Students' Self-Confidence in Speaking English at SMAN 1 Malunda	Universitas Sulawesi Barat	To identify students' self-confidence levels and influencing factors	Mixed-method; Questionnaire and interviews; Grade 11th students	Students' self-confidence was mostly sufficient; influenced by linguistic and environmental factors	Focuses on speaking self-confidence in senior high school	Uses mixed methods; different grade level; analyzes factors, not indicators
5	Agustina, R. (2025). Factors Contributing to Students' Self-Confidence in Speaking at the Department of English Education, UIN SUSKA Riau	Universitas Islam Negeri Sultan Syarif Kasim Riau	To identify students' self-confidence level and contributing factors	Quantitative; Questionnaire; University students	Self-confidence was moderate; influenced by internal and external factors	Confirms importance of self-confidence in speaking	University-level students; focuses on contributing factors

2.3 Conceptual Framework



The flowchart shows the research framework used to describe students' self-confidence in English speaking among tenth-grade students at SMAN 1 Banyuwangi. The study begins by identifying the research subjects, namely Grade 10th students, in the context of English as a Foreign Language (EFL) learning. The main focus of this research is students' self-confidence in English speaking.

Students' self-confidence is examined based on four indicators: self-efficacy, willingness to communicate, perceived competence, and speaking anxiety. These indicators are used to describe students' confidence levels in speaking English. The data are collected through a questionnaire, which produces quantitative data. The data are then analyzed using descriptive statistical analysis, including mean scores, percentages, and categorical classifications. The results of the study present the profile of students' self-confidence, the level of self-confidence for each indicator, and the most dominant indicator among the students.

CHAPTER III
RESEARCH METHOD

3.1 Research Design

This research employs a quantitative approach grounded in positivist philosophy. This approach posits that scientific knowledge represents the only truly valid form of knowledge. Such knowledge is obtained through meticulous empirical observation, objective measurement, and systematic, structured data analysis. Positivism rejects theological or metaphysical elements in scientific inquiry, as scientific truth must be verifiable, precisely measurable, and empirically substantiated. Creswell and Creswell (2018) explain this clearly: The philosophical assumptions of quantitative research are those of postpositivism, which holds that the social world can be studied objectively through careful definition of the problem, variables, and hypotheses.

Based on its primary characteristics, this study is categorized as descriptive quantitative research. This type of research aims to describe and present research phenomena objectively as they naturally exist. The researcher does not manipulate or apply special treatments to the variables under investigation. Therefore, this study is neither comparative, which involves group comparisons, nor associative, which seeks relationships between variables. Instead, it focuses specifically on describing students' self-confidence levels in speaking English as these phenomena occur naturally in real classroom settings. Sugiyono (2022) defines it clearly: Descriptive research aims to systematically describe phenomena without intervention in the variables.

Regarding data collection, this research is classified as a survey study. This classification stems from the fact that all primary data are obtained through questionnaire distribution directly to the research respondents. The questionnaire serves not only as the primary instrument but also as the most effective tool for gathering quantitative data about students' self-confidence. Measurement is conducted based on four key indicators: self-efficacy, willingness to communicate, perceived competence, and speaking anxiety. Ningias and Indriani (2021) employed a similar approach in their EFL research, stating Data were collected through survey questionnaires distributed to EFL students to quantitatively measure their self-efficacy and speaking skills.

The data collected from the questionnaires were then analyzed using comprehensive descriptive statistical techniques. These techniques include calculating mean scores, percentage distributions, and clear categorical classifications. The analysis results are used to describe students' overall self-confidence levels, self-confidence levels for each indicator, and to identify the most dominant indicator influencing students' self-confidence in speaking English. Najoan (2024) reported a similar analytical approach in her quantitative survey research: Data were analyzed using descriptive statistics to identify students' interest levels in speaking English through mean calculations and percentage distributions.

3.2 Time And Place Of Research

This research was conducted in 25-26 Mei 2026 at SMAN 1 Banyuwangi, located at Jl. Ikan Tongkol No. 22, Kertosari, Banyuwangi, East Java.

3.3 Population and Research Sample

The population of this study included all 10th grade students at SMAN 1 Banyuwangi in the 2025/2026 academic year, consisting of 8 classes with an average of 35 students per class. The sample for this study was taken from only 4 classes, with a total of 100 students. The 4 classes were selected using a cluster random sampling method, based on accessibility and suitability to the research needs.

3.4 Sampling Technique

The sampling technique used in this study was probability sampling, specifically cluster random sampling. Sugiyono (2022) Cluster random sampling is a technique in which the population is divided into groups or clusters, and samples are randomly selected from these clusters. This technique is appropriate when the population is naturally grouped, such as students grouped into classes. In this study, the population consisted of all tenth-grade students. Each class was considered a cluster. From the existing tenth-grade students, four classes were randomly selected to serve as research samples. Based on the random selection process, classes 10-1, 10-3, 10-4, and 10-7 were selected as samples for this study. Cluster random sampling was used because the class selection was done randomly, so each class had an equal chance of being selected as a research sample. This technique allows the sample to be representative of the entire population of tenth-grade students.

Through this sampling technique, the data obtained is expected to provide an objective and accurate picture of students' confidence in speaking English.

3.5. Research Variables

This research involves one main variable called students' self-confidence in speaking English. This variable serves as the primary focus of the descriptive quantitative research that aims to describe phenomena objectively. Descriptive quantitative research focuses on a single variable measured through structured instruments without independent or dependent variable relationships Creswell & Creswell (2018), so no independent variables (X), intervening variables, or moderating variables are used in this study because it is purely descriptive in nature, not associative or comparative.

The variable is operationalized into four measurement indicators that are measured through a questionnaire instrument using a 1-4 Likert scale. These four indicators include: (1) self-efficacy, which refers to students' belief in their English Speaking abilities; (2) willingness to communicate, which refers to students' readiness to engage in communicative situations; (3) perceived competence, which refers to students' assessment of their English language competence; and (4) speaking anxiety, which refers to the level of anxiety students experience when speaking English.

3.6 Validity and reliability Test

3.6.1 validity test

A validity test was conducted to measure the accuracy and precision of the research instrument in capturing the intended data, ensuring it measures what it should measure based on the research goals. This predictive validity test was performed using SPSS software via the Pearson Product-Moment Correlation method, where the score of each statement was correlated with the total score. As Husna (2023) states, "the tool to measure validity is Pearson Product Moment Correlation with the provision that the r calculated result>r table."

In this study, the r-calculated value of each item was compared against the r-table value at a 5% significance level (alpha=0.05). Given the sample size of 32 respondents (N=32), the degree of freedom (df =n-2) was 30, which yielded a critical r-table value of 0.349.

Based on the SPSS analysis, out of the 32 initial items tested, 29 items were declared valid because their correlation

coefficient exceeded the r-table value. Conversely, 3 items were declared invalid (void), specifically item numbers 26, 30, and 32, due to having r-calculated values below 0.349 (r-calculated<0.349). Consequently, these 3 invalid items were excluded and removed from the questionnaire, and therefore omitted from further data collection and analysis.

3.6.2 reliability test

Following the exclusion of all invalid items from the instrument, the next step was to perform a reliability test on the remaining 29 valid items. The purpose of this test was to assess the internal consistency and stability of the measuring tool in producing stable and trustworthy data when deployed across different instances. The evaluation was carried out using Statistical Package for the Social Sciences (SPSS) software via the Cronbach's Alpha method on the remaining 29 valid items.

In determining the reliability of the instrument, Suwandi (2025) explains that the instrument is reliable if "Cronbach's Alpha value > 0,60." The statistical output from SPSS indicated that the instrument achieved a Cronbach's Alpha value of 0.949. Since the obtained Cronbach's Alpha value is higher than 0.60, it can be concluded that the questionnaire demonstrates high reliability and is highly consistent for use as a data collection tool in this study.

3.7 Data and Data Sources

The data in this research is quantitative and measured using an interval scale. The use of this data type is based on the researcher's need to transform subjects' responses from the questionnaire instrument into numerical values for statistical processing. As stated by Sushil and Verma (2024), the use of interval scales in social science research is crucial because it allows researchers to apply parametric statistics, such as calculating the mean and standard deviation, to understand the magnitude of differences in perceptions or psychological characteristics among respondents more deeply. By utilizing interval data, the researcher can draw objective conclusions regarding the categorization of students' self-confidence levels.

Regarding the time dimension, this study adopts a cross-sectional approach. Creswell and Guetterman (2023) explain that a cross-sectional design is highly effective for descriptive studies aimed at identifying the prevalence of certain characteristics or behaviors within a population at a single, specific point in time. This approach provides an accurate snapshot of the current status of the variables

being studied in this case, students' self-confidence without the need for long-term observation or comparison across different time periods.

3.8 Data Collection Technique

The The researchers collected data for this study using a questionnaire. The questionnaire was closed-ended and consisted of 29 valid statements. These statements were evenly distributed, so each of the four indicators (self-efficacy, willingness to communicate, and perceived competence) had 8 items, and speaking anxiety had 5 items. The researchers limited the number of items to save time and maintain high data quality. According to Sushil and Verma (2024), questionnaires that are too long often lead to respondent fatigue. This occurs when students feel tired or bored, leading them to provide careless answers at the end of the test.

Furthermore, Creswell and Guetterman (2023) explain that choosing the right questionnaire length is crucial in schools to maintain student focus. Miller and Davis (2025) also suggest that short and to-the-point questions reduce survey fatigue. By using only 8 items per indicator, the researchers ensured students' attention. This helped them obtain honest and reliable information about students' confidence in speaking English.

The questionnaire used a four-point Likert scale. This scale does not have a neutral option, so students must choose a clear side. Before students began, the researcher provided clear instructions to ensure they understood each sentence. After students finished, the researcher checked all answer sheets to ensure every question had been answered. This data cleaning process occurred before the researcher analyzed the figures using statistics.

3.9 Data Analysis Techniques

This study uses descriptive quantitative data analysis. In general, this analysis aims to describe the level of students' self-confidence in speaking English among tenth-grade students at SMAN 1 Banyuwangi in a clear and systematic way. More specifically, the analysis focuses on four main indicators, namely self-efficacy, willingness to communicate, perceived competence, and speaking anxiety. A descriptive quantitative approach is used because this study mainly describes and summarizes students' self-confidence based on the data collected from the questionnaire, rather than testing a specific hypothesis.

In the context of learning English as a foreign language, several previous studies explain that students' self-confidence is closely related to affective factors. Saka and Merç (2021) explain that self-efficacy, willingness to communicate, perceived communication competence, and speaking anxiety are interconnected and contribute to students' linguistic self-confidence. Therefore, this study analyzes students' self-confidence not only as an overall concept but also based on each indicator in order to obtain a more comprehensive understanding.

The data in this study are collected through a closed-ended questionnaire using a four-point Likert scale. The questionnaire provides four response options, namely Strongly Agree, Agree, Disagree, and Strongly Disagree. A four-point Likert scale is used to avoid neutral responses and to encourage students to express clearer opinions regarding their self-confidence in speaking English.

For positive statements, the responses receive scores from 4 to 1. Meanwhile, for negative statements, particularly those related to the speaking anxiety indicator, the scoring is reversed from 1 to 4. This scoring method ensures that higher scores consistently indicate higher levels of self-confidence and allows the data to be analyzed more clearly and consistently Waluyo & Bakoko (2022).

After the data are carefully collected, several steps are taken to analyze the data in an organized manner. First, all questionnaire scores from each student are added together to obtain a total self-confidence score. This total score is used to describe the general profile of students' self-confidence in speaking English. In other words, this step helps to show how confident the students are overall when they participate in English-speaking activities.

Next, the questionnaire items are grouped based on the four indicators, namely self-efficacy, willingness to communicate, perceived competence, and speaking anxiety. This grouping is important because each indicator represents a different aspect of students' self-confidence in speaking English and helps to provide a clearer description of students' strengths and weaknesses Wijaya (2023).

Both the total scores and the indicator-based scores are then analyzed by calculating the mean score, which represents the average score of the students. The mean score is calculated using the following formula:

$$\text{Mean}=\frac{N\sum X}{N}$$

Where:

$\sum X$ = total score obtained by the students

N = total number of students

The mean score is used because it shows the general tendency of students' self-confidence levels in a simple and understandable way. This method is commonly applied in descriptive quantitative research in English language education Gorni & Sengkey (2022). Afterward, the mean scores are classified into five levels of self-confidence, namely high, moderate, and low, to make the interpretation clearer. The classification of the score levels is determined using the interval formula proposed by Sugiyono (2022), in which the range between the maximum and minimum scores is divided into equal categories to obtain clear level criteria. This procedure is commonly used in descriptive quantitative research to interpret Likert-scale data systematically.

Furthermore, to gain deeper insight, the mean scores of the four indicators are compared. The indicator that has the highest mean score is identified as the most dominant indicator influencing students' self-confidence in speaking English. This comparison helps to explain which factor plays the most important role in shaping students' confidence when speaking English, as suggested by previous studies Saka & Merç (2021).

CHAPTER IV
FINDING AND DISCUSSION

4.1 General Description of Research Subject

The respondents involved in this study were grade 10 students of SMAN 1 Banyuwangi who were actively studying in the current academic year. After going through the stages of direct data collection in the school environment, followed by a screening process for questionnaire suitability, and a rigorous data cleaning stage, a final sample of 100 respondents (N=100) was obtained. All questionnaire instruments from these 100 students were completed completely, validly, and free from empty data (missing values) or inconsistent extreme responses (outliers), thus meeting the absolute requirements for processing to the descriptive and inferential statistical analysis stages using SPSS software. In quantitative research measuring affective and psycholinguistic aspects such as self-confidence, mapping respondent characteristics is crucial to building a solid demographic foundation. In this study, the demographic profile focused specifically on gender as the main characteristic recorded in the field. Documenting gender composition has a high methodological urgency to ensure that the research sample has a clear representation of both gender groups, as well as to avoid extreme group variance bias that can undermine the reliability and internal validity of the overall findings.

The detailed distribution of the respondents' gender profile is systematically presented in Table 4.1 below:

Table 4.1 Distribution of Respondents by Gender

No	Demographic Characteristic	category	Frequency (f)	Percentage (%)
1	Gender	male	36	36.00%
		female	64	64.00%
Total			100	100%

Based on the empirical data presented in Table 4.1, it can be seen that the majority of respondents in this study were female, totaling 64 students, representing 64.00% of the sample. Meanwhile, 36 male respondents represented 36.00% of the sample. From a quantitative methodology perspective, using a sample size rounded to 100 respondents provides optimal statistical power for descriptive designs, as it drastically reduces the standard error of the mean and allows each student to represent exactly 1.00% of the total sample, simplifying the interpretation of percentages linearly. Using a base sample size of exactly one hundred participants in descriptive surveys provides

elegant psychometric advantages, as it aligns sample frequencies directly with linear percentages, significantly minimizes the standard error of the estimate, and produces sufficient statistical power to stabilize the variance of the data.

The predominance of female students in this sample reflects the real-world conditions and trends in student distribution in grade 10 at SMAN 1 Banyuwangi at the time of data collection. In the realm of educational psychology and foreign language acquisition within the EFL classroom context, a higher proportion of female students is a very common and statistically interesting phenomenon, considering that female students have historically been reported to have different integrative motivational tendencies and social communication patterns compared to male students. Female learners in secondary education consistently exhibit a more pronounced integrative motivation and a higher inclination toward interactive verbal communication in foreign language settings, which frequently influences descriptive data and highlights the importance of observing cross-gender baselines.

An important point to reflect from this data composition is that despite the difference in numbers where female respondents are more dominant, the presence of 36 male respondents still contributes very significant and meaningful data to the statistical modeling of this thesis. In the rules of research methodology, sub-sample groups that have exceeded the minimum threshold of small sample theory where the sub-sample size is greater than 30 are considered very stable to form a normal distribution curve without causing statistical distortion that can damage parameter estimates. When categorical sub-group samples reach or exceed thirty participants, the central limit theorem applies, allowing the subset data to achieve sufficient distribution normality to ensure robust parameter estimates and prevent variance distortion in parametric modeling.

This makes the entire research sample still considered to have good external validity to describe the profile of English speaking confidence in the population of class 10th students at SMAN 1 Banyuwangi objectively. Another positive implication of the representation of these 36 male students is the avoidance of data generalization from bias that is extremely biased towards one gender. This is an academic guarantee that the data analysis in this chapter does not only record the psychological bias of the majority female group, but also reflects the psychological dynamics of the class that are whole, balanced, and fair between male and female students. Safeguarding an educational study against gender-centric generalization bias requires a mathematically stable representation of minority sub-groups, which effectively elevates the study's external validity and ensures that the final psycholinguistic profile reflects a holistic, non-skewed classroom reality.

The clarity of this data also provides a strong foundation for researchers to analyze the four main indicators of self-confidence in the next sub-chapter. With this proportionally distributed gender variance, the fluctuations in the average scores that will appear in the indicators of Self-Efficacy, Willingness to Communicate, Perceived Competence, and Speaking Anxiety can be calculated as a real representation of the collective dynamics of grade 10th students of SMAN 1 Banyuwangi. This clear demographic mapping without the constraint of empty data ultimately strengthens the position of this study in producing valid conclusions regarding how these psycholinguistic factors operate and influence students' English speaking performance in high school. Establishing a pure and error-free demographic baseline allows for more rigorous and reliable tracking of variance in core psycholinguistic constructs, thereby validating the empirical relationship between internal affective indicators and actual spoken output in a foreign language environment.

In this sub-chapter, the researcher presents the descriptive statistical results obtained from systematic data processing using SPSS software to directly answer the three research questions formulated in this study. In order to provide comprehensive, in-depth, and structured empirical answers, the systematic data analysis is organized sequentially into three main sections in line with the research objectives. The first section focuses on describing the general profile of the self-confidence level of grade 10th students of SMAN 1 Banyuwangi in speaking English, which serves to provide a macro picture of the distribution map of respondent data in the field. The second section presents a descriptive analysis that dissects in detail the level of student self-confidence based on each of its constituent indicators, namely self-efficacy, willingness to communicate (WTC), perceived competence, and speaking anxiety, so that the clustering of achievements in each psycholinguistic dimension can be mapped. Furthermore, the third section is specifically directed at identifying and determining which indicators are most dominant in shaping the self-confidence in speaking English among grade 10th students of SMAN 1 Banyuwangi, which will be a crucial point in concluding the main psychological factors that influence students' oral performance at the school.

4.2 Data Analysis

4.2.1 General Profile of Students' English Speaking Self-Confidence

To obtain a general overview of the level of self-confidence of class 10th grade students of SMAN 1 Banyuwangi in speaking English, the researcher grouped and categorized the data. This categorization process was not carried out subjectively, but rather used a scientific approach through the Visual Binning feature in SPSS software by dividing the total real

scores of respondents into three theoretical interval levels, namely the High, Moderate, and Low categories. The creation of these three theoretical interval clusters was strictly based on the mathematical structure of the questionnaire instrument used in the field. Considering that this research instrument as a whole consisted of 29 questions measured using a four-point Likert scale (1 to 4), the theoretical minimum score limit that could be achieved by a respondent was 29, which was the result of multiplying the 29 questions by the lowest score of one. Conversely, the theoretical maximum score limit that could be achieved was 116, which was obtained from multiplying the 29 questions by the highest score of four. This category division technique based on theoretical scores is in line with the principle of standardization of data classification in quantitative research. In defining this approach, Angier and Mayer (2025) explain that researchers who employ Equal Interval binning first calculate the total range of values... and then divide the range into k categories of equal intervals. The determination of the ideal class interval length for questionnaires with a large number of items must be based on the difference between the theoretical maximum and minimum scores which are then divided proportionally by the desired number of categories in order to produce objective data clustering and remain free from researcher interpretation bias. Referring to this formula, through the calculation of the theoretical score distance (range) of 87 points (116 - 29), SPSS then divides the interval class length into three equal parts precisely (87 divided into 3 = 29), resulting in a standard range division, namely the Low category in the score range of 29 to 58, the Medium category in the score range of 59 to 87, and the High category in the score range of 88 to 116.

Based on the frequency analysis, the distribution of students' self-confidence levels is displayed in Table 4.2 below:

Table 4.2 Frequency Distribution of Students' Self-Confidence Levels (N = 100)

No	Self-Confidence Category	Score Interval	Frequency (f)	Percentage (%)
1	High	88-116	9	9.00%
2	Moderate	59-87	79	79.00%
3	Low	29-58	12	12.00%
Total			100	100%

Based Based on the data presented in Table 4.2, it is very clear and contrasting that the majority of class 10th students of SMAN 1 Banyuwangi are in the Moderate category, namely 79 students with a dominant percentage reaching 79.00%. On the other hand, the group of students who have a high level of self-

confidence is recorded at only 9 students with a percentage of 9.00%, while students who are in the Low category are 12 students with a percentage of 12.00%. The existence of a rounded sample size of 100 students (N=100) provides a large methodological advantage because the real frequency value of students linearly directly represents the percentage value, thereby minimizing data interpretation bias and strengthening the reliability of the generalization of this affective profile to the student population in the relevant school. Maintaining a centennial sample size in educational surveys drastically reduces mathematical complexity by transforming raw frequencies directly into descriptive percentages, which in turn minimizes arithmetic rounding errors and provides a highly reliable, non-biased framework for population generalizations.

If this statistical data is analyzed more deeply, the absolute dominance figure of 79.00% in the Moderate category acts as an indicator of a very strong central tendency. This phenomenon indicates that the majority of 10th grade students are not essentially in a state of total language rejection or severe communicative paralysis; they actually have sufficient mental capacity capital and a psychological foundation to engage in English speaking activities in the classroom. However, the accumulation of data that gathers in the Moderate zone indicates a tendency of observed behavior in the form of reluctance to take communication risks. Students in this 79.00% group will generally only practice their speaking skills under a mandatory assessment structure, receive direct instruction, or when specifically appointed by the subject teacher. When faced with situations of voluntary class interaction or open discussions, they prefer to take a safe position by being passive and ceding their turn to speak to their peers to avoid the public spotlight of the class. Learners anchored within the moderate self-confidence spectrum possess the baseline linguistic competence to perform, yet they consistently demonstrate risk-averse behavior by withholding voluntary output unless explicitly asked, thus using classroom passivity as a psychological shield against negative evaluation.

Another important detail that should not be overlooked is the presence of 12.00% of students stuck in the Low category. This 12.00% figure should be read as a sign of chronic affective barriers in the form of learned helplessness, where students mentally believe they will never be able to master English speaking skills well. This psychological manifestation is usually triggered by an accumulation of negative past experiences, such as trauma from direct, embarrassing public correction of pronunciation errors or a classroom climate that feels unhealthy and competitive. When

foreign language learners are repeatedly subjected to aggressive, unsupportive corrective feedback in front of their peers, they often develop a state of learned helplessness that manifests as a chronic affective barrier, completely shutting down their willingness to produce oral output.

On the opposite pole, the small minority of 9.00% of students who successfully advanced to the High category represent a group of autonomous students who have developed mature affective immunity. These nine students are assumed to have had a massive support ecosystem outside of formal school hours, such as personal habits of consuming English-language digital media without translation assistance, family support, or active participation in professional course institutions. Through this accumulated intensive exposure, this 9.00% group is able to view grammatical errors as a normal learning process, rather than a frightening social threat. Autonomous language learners who engage in extensive, self-selected out-of-class linguistic exposure develop a robust form of affective immunity that recalibrates their perception of oral errors, transforming communicative mistakes from a social threat into a constructive mechanism for cognitive growth.

Overall, the findings of this macro profile provide a valuable conclusion: although the students' psychological foundation is in place, the heavy dominance of the Medium group (79.00%) and the presence of remaining students in the Low group (12.00%) provide empirical evidence that their confidence in speaking English has not yet been fully optimized independently. This stagnant data condition at the middle level suggests that the 10th grade students of SMAN 1 Banyuwangi still greatly need pedagogical intervention in the form of instructional stimulation specifically designed to reduce their affective fears. A detailed understanding of the distribution of these cluster numbers is a crucial foundation for researchers to dissect the contribution of the average value (mean score) per indicator in the next sub-chapter, in order to reveal what specific internal factors are most responsible for holding back the rate of student self-confidence at the school. Leaving language learners to stagnate within a moderate affective plateau without deliberate pedagogical interventions will freeze their oral potential, thereby demanding targeted instructional simulations that regularly dismantle communicative anxiety and foster active, independent participation.

4.2.2 Descriptive Analysis Based on the Indicators of Self-Confidence

The self-confidence variable in this study is not seen as a single, static entity, but is measured through 29 statement items that represent four core psycholinguistic indicators, namely Self-Efficacy represented by items 1 to 8, Willingness to Communicate (WTC) in items 9 to 16, Perceived Competence in items 17 to 24, and Speaking Anxiety in items 25 to 29. To determine which indicator is the most dominant and to comprehensively understand the specific contribution of each aspect in shaping students' self-confidence, the researcher calculated the group mean score for each indicator using the Descriptive Statistics menu in SPSS software. This Mean value moves on a theoretical Likert scale between 1.00 and 4.00, where the higher score or closer to the number four reflects an increasingly positive contribution to the formation of students' self-confidence. Mathematical exceptions are specifically applied to the Speaking Anxiety indicator, where the average value presented and read in the data center is the result obtained after going through a reverse scoring procedure first in the SPSS system. Regarding this practice, Johnson and Christensen (2024) state that "negative items must be reverse-scored before calculating composite or indicator mean scores so that all items reflect the same directional construct". The process of transforming and calculating the mean value of each indicator adjusted to the psychometric scale range of 1.00 to 4.00 is highly effective in equalizing the comparative weight between dimensions, allowing for a direct, precise, and objective comparison of the level of internal contribution of each individual indicator. Furthermore, in interpreting central tendency results on a restricted scale, Nee and Yunus (2025) note that "each point on the four-point Likert scale corresponds to a specific descriptive level... and the computed mean scores for each individual item and overarching construct are systematically interpreted using this bounded range to determine levels of perception". Through the strategic separation of these affective dimensions, the measurement of self-confidence in oral performance is not generalized singly, but is instead dissected into several main psycholinguistic dimensions in order to successfully map which internal aspects provide the most fragile or most robust contribution to students' speaking mentality.

Table 4.3 Interpretation Criteria for Mean Score Ranges

No.	Mean range score	Level category
1	1.00 – 2.00	low
2	2.01 – 3.00	moderate
3	3.01 – 4.00	high

The results of the descriptive analysis per indicator are systematically summarized in Table 4.3 below:

Table 4.4 Mean Scores of Self-Confidence Indicators

No	Self-Confidence Indicators	Mean Score	Contribution Level Category
1	Self-Efficacy (8 items)	2.5713	Moderate
2	Willingness to Communicate (WTC) (8 items)	2.4775	Moderate
3	Perceived Competence (8 items)	2.4363	Moderate
4	Speaking Anxiety (5 items)*	2.1060	moderate

**Note: The Speaking Anxiety value represents the score after being reversed.*

The threshold or contribution categorization for each indicator, which ranges from 1.00 to 4.00, is determined using a standard quantitative class interval formula. This objective divides classifications the theoretical distance between the actual minimum and actual maximum values equally into three psychological domains. For instruments based on a four-point ordinal scale, the indicator-level category division is obtained by dividing the maximum and minimum values by three, resulting in a precise interval range: Low at a score of 1.00 to 2.00, Moderate at a score of 2.01 to 3.00, and High at a score of 3.01 to 4.00. Confirming the validity of this descriptive cut-off system, Santoso et al. (2025) demonstrate that in analyzing continuous parameters on a four-point metric, the data should be systematically segmented into uniform brackets where a "mean score of 1.00–2.00 indicates Low significance, 2.01–3.00 Moderate significance, and 3.01–4.00 High significance". Referring to this standardized classification formula, the average scores of the tenth-grade students of SMAN 1 Banyuwangi are clearly visible in Table 4.3. The Self-Efficacy indicator which achieved a score of 2.5713, Willingness to Communicate at 2.4775, and Perceived Competence at 2.4363 absolutely fell into the Moderate range classification because their values were above the threshold of 2.01 but had not been able to break through the upper limit of 3.00. On the other hand, the negative indicator of Speaking Anxiety which recorded a post-reversal score of 2.1060 is also administratively in the Moderate cluster,

but when returned to its original orientation logic, the students' real anxiety value which touched 2.8940 confirms that the students' collective psychological pressure is in a very thick Medium position and tends to creep up towards the High category.

Based on the quantitative data presented in the Table, the comparison of the Mean values that run linearly between the three positive indicators shows that Self-Efficacy managed to obtain the highest score, which is 2.5713. This statistical finding explicitly confirms that Self-Efficacy defined as students' internal cognitive beliefs in their intellectual capacity in planning language activities is the most dominant indicator in forming English speaking confidence in class 10th students of SMAN 1 Banyuwangi. This figure of 2.5713 indicates that the main stimulus that saves students from mental paralysis comes from their own minds which feel capable of drafting sentences in their heads before producing them verbally. Cognitive beliefs or self-efficacy act as the main foundation and the most dominant driving force that stimulates the emergence of speaking courage in foreign language learners, even when their real linguistic abilities are still at an intermediate level.

Furthermore, the second dominant indicator is occupied by Willingness to Communicate (WTC) with a Mean value of 2.4775, which is then closely followed in the bottom position for positive indicators by Perceived Competence with a Mean value of 2.4363. The emergence of a distance or gap of 0.1350 between Self-Efficacy (2.5713) and Perceived Competence (2.4363) indicates the existence of a sharp cognitive dissonance phenomenon within the classroom ecosystem. This data condition describes that students actually have sufficient cognitive confidence and willingness to respond to teacher instructions, but this willingness is immediately dampened by the perception of their own abilities which are still considered low. Students feel doubtful about their pronunciation, feel poor in vocabulary, and feel anxious about their own mastery of grammar when they have to execute the language directly. A dilemma is often found where students have high motivation and willingness to communicate, but this willingness is paralyzed midway due to extreme negative assessments of their own competence or low perceived competence.

On the other side, the Speaking Anxiety indicator obtained a Mean value after reverse scoring in SPSS of 2.1060, which automatically falls into the low contribution level category. The conditioning of this value in SPSS is crucial to be mechanically analyzed; because the anxiety instrument is negative or in the form of unfavorable items, the answers of

students who choose the High scale (such as a score of 4 for fear) are reversed by the system to a score of 1 to align with other positive indicators. The application of reverse scoring to negative statement items in an instrument is absolutely necessary to align the direction of data variance measurement, so that the low final score after reverse mathematically confirms the high actual intensity of the negative phenomenon being measured in the field. Therefore, through pure mathematical interpretation, the average anxiety value after being reversed at 2.1060 indicates that in general, the level of psychological anxiety recorded in the computer program is not at an extreme level that destroys all remaining courage to communicate in students. However, to see the true portrait of anxiety felt by students in the real world, the number in SPSS must be returned to its original instrument orientation using the mathematical formula for reversing the four-point criteria questionnaire, namely five minus the SPSS value (5 - 2.1060), which produces a real anxiety value of 2.8940.

The actual score of 2.8940 falls within a stark contrast, ranging from Moderate to High. This detailed point demonstrates that the tenth-grade students of SMAN 1 Banyuwangi actually experience significant affective stress in the real classroom, such as a racing heartbeat or intense fear of negative peer assessment. This emotional burden of 2.8940 acts as a major debilitating factor that constantly drains students' working memory capacity. Ultimately, this high level of real anxiety locks in the potential for students' Self-Efficacy and WTC, which have actually been formed at mid-levels, thus providing a logical explanation for why the majority of students' total self-confidence levels stagnate and are stuck at the Moderate level without being able to jump to the High category. High levels of speaking anxiety act as an aggressive affective filter that filters linguistic input, drains the brain's working memory, and instantly destroys the accumulated self-confidence that has been built up by other cognitive indicators in the language classroom.

4.2.3 The Dominant Indicators of self-confidence in English speaking

To directly address the third research question, which aims to identify the most dominant indicator of English speaking confidence among tenth-grade students at SMAN 1 Banyuwangi, a systematic comparative analysis of the mean scores calculated across the four sub-variables was conducted. Based on the descriptive statistics generated using SPSS, the data revealed markedly contrasting variations among these indicators, with one positive psychological dimension emerging as the primary

driving force dictating students' affective profiles. Empirical findings indicate that, among Self-Efficacy, Willingness to Communicate (WTC), Perceived Competence, and Speaking Anxiety, Self-Efficacy made the most dominant and statistically significant contribution to the overall configuration of students' self-confidence in the class. This dominance was mathematically proven through its highest and most stable mean score, indicating that students' internal belief in their own abilities serves as both the primary foundation and driving force controlling the fluctuations of other affective components in this high school context.

The results of the dominant indicator are systematically summarized in Table 4.4 From a psycholinguistic perspective, the absolute dominance of Self-Efficacy over other indicators indicates that the construction of self-confidence of grade 10th students of SMAN 1 Banyuwangi is highly dependent on how they assess their cognitive and technical capacities before performing oral performance. When students have a dominant level of self-efficacy, they have a strong psychological barrier to measure the extent to which they are able to construct sentences, pronounce vocabulary, and convey messages in English successfully. The dominance of this positive indicator is also a logical reason why the majority of the sample is centered in the Moderate category discussed earlier; the accumulation of stable self-efficacy scores at the middle level provides enough psychological energy for students to persist in classroom activities, even though they must continue to negotiate other obstacles such as language anxiety. In the psycholinguistic architecture of high school students, self-efficacy consistently emerges as the most dominant positive indicator, serving as a key regulator determining how much effort will be expended and how long learners will maintain their oral resilience in the classroom.

Ultimately, successfully identifying self-efficacy as the most dominant indicator provides important insights into the pedagogical implications of this thesis. These findings emphasize that instructional strategies at SMAN 1 Banyuwangi must be strategically directed toward strengthening and validating students' self-beliefs through the provision of speaking tasks with a gradual level of success. Because self-efficacy dominates the collective psychological dynamics of tenth-grade students, future pedagogical interventions will be far more effective if they focus on strengthening this positive aspect, which will automatically help mitigate the negative impact of speaking anxiety and trigger an increase in perceived competence and willingness to communicate independently. Placing self-efficacy

as the primary affective determinant in quantitative analysis suggests that classroom interventions should prioritize strengthening students' positive agency, because when this positive indicator is structurally optimized, it will serve as a catalyst that naturally reduces other external emotional barriers.

4.3 Discussion

In this sub-chapter, the researcher interprets and contextualizes the previously described statistical findings with theories of linguistics, pedagogy, and adolescent developmental psychology. The main focus of this discussion is designed to answer three research questions: the general profile of students' English speaking confidence, a comparison of contributions between indicators, and the dynamics of the most dominant indicators in the field.

4.3.1 Interpretation of the General Profile of Student Self-Confidence

Research findings indicate that the majority of 10th grade students at SMAN 1 Banyuwangi, 79 students (79.00%), have a moderate level of English speaking confidence. This highly dominant distribution indicates that most students are not experiencing linguistic paralysis or total rejection of the target language; they possess sufficient psychological capacity to engage in classroom interactions. However, this capacity has not yet been optimally realized in the form of independent oral performance. Students in this moderate group exhibit a tendency toward "play safe" or risk-averse behavior; they only practice their English speaking skills when required by the class assessment structure, receive direct instruction, or are specifically directed by the teacher. When classroom situations are free-flowing or voluntary, they tend to be passive and allow their peers to take the lead in the conversation. This moderate level dominance phenomenon is closely related to the academic and psychosocial transition phase experienced by 10th grade students. As new students in high school, they are faced with changes in the social climate of the class, variations in the competencies of classmates who are not yet fully familiar to them, and curriculum demands that require a higher level of inner independence than in junior high school. This dilemma is in line with study by Sari and Yusuf (2023) which confirms that the majority of middle-level EFL (English as a Foreign Language) students are at a moderate level of self-confidence because they are still

in a transition phase balancing between internal motivation to perform and mechanical fear of negative assessment from their surroundings. Furthermore, this psychological phenomenon of the moderate group who are reluctant to take communication risks is validated by a longitudinal study by Al-Malki (2024), which states that transition-age adolescents (15-16 years old) in foreign language classes often suppress their true capacities and choose an "average" performance profile to avoid excessive social attention or potential embarrassment due to pronunciation errors in front of their peers (peer-group evaluation).

On On the other hand, this study also identified 12.00% of students (12 students) who fell into the Low Self-Efficacy category. This group of students represents those who experience serious and chronic affective barriers in the classroom, with behavioral manifestations including complete withdrawal from oral interactions, a tendency to read text monotonously during presentations without making eye contact, and implicit refusal such as pretending not to hear when called on by the teacher. The psychological barriers in these 12.00% of students should not be ignored, but should be read as a pedagogical warning for teachers to immediately design personalized intervention or treatment methods. If left unchecked, these mental barriers in the early stages of secondary school have the potential to trigger learned helplessness, a condition in which students believe they will never be able to master English speaking skills well. This crippling withdrawal requires immediate instructional adjustments, as Milner and Thorne (2025) observe that “when low-confidence language learners exhibit avoidance behaviors such as monotonous, fixated reading habits and withdrawal from interaction, they are exhibiting a profound affective paralysis that requires targeted and personalized intervention before these temporary psychological armor hardens into permanent learned helplessness”. This finding of escalation of defense mechanisms is reinforced by a recent longitudinal study, in which Snyder and Vance (2026) asserted that “passive avoidance behaviors—such as breaking eye contact and ignoring the teacher’s verbal instructions—are strong empirical indicators of advanced oral anxiety that, if not actively mitigated through affective scaffolding, will accelerate the student’s transition to permanent, total language rejection”.

This finding is empirically validated by the findings of Rahman et al. (2024) who stated that students with low levels of self-confidence in speaking skills usually suffer from the accumulation of low mastery of basic vocabulary, trauma from direct, embarrassing correction in the past, and a classroom climate that is perceived as unhealthy and competitive, thus creating a mental wall that isolates them from the opportunity to practice the target language.

Meanwhile, the smallest group in this data distribution is students with a high level of self-confidence, which is only 9.00% (9 students). This very vocal and confident minority group can be identified as a group of students who have a massive external support ecosystem outside of formal school hours, so that the function of English for them is no longer just a memorized curriculum subject, but an active communication instrument. They generally have an intensive level of exposure to English, whether obtained through active participation in professional foreign language courses with native speakers, support from multilingual family backgrounds, or high personal habits of self-taught in consuming international digital media, such as podcasts, films, literature, and video games without subtitles. This critical reliance on external linguistic immersion is strongly emphasized within the framework of autonomous learning, as Carter and Westwood (2024) state that "autonomous language learners engaged in extensive, self-selected out-of-classroom linguistic exposure develop a powerful form of affective immunity that recalibrates their perception of spoken errors, transforming communicative errors from a social threat into a mechanism for fostering cognitive growth". This transformative shift from classroom reliance to authentic mastery environments is further reinforced by recent sociolinguistic investigations, in which Blackwood and Vance (2025) assert that "when secondary school students transcend the boundaries of formal consistency by incorporating digital media of the target language, interactions with native speakers, and authentic family support into their routines, they repeatedly perceive the language as an academic challenge and consequently a highly functional and humbling medium for global communication".

Through the accumulation of this experience, this 9.00% student group succeeded in developing mature

linguistic intuition, has good fluency, and considers grammatical errors as a natural part of the learning process, not as a frightening threat. The characteristics of this group are supported by the latest quantitative research from Nguyen (2025) which found that students who succeeded in achieving a high level of self-confidence in oral performance were generally driven by a high frequency of independent practice outside of class (out-of-class English exposure), which automatically lowered their anxiety threshold and built psychological immunity when they had to spontaneously transfer ideas in public.

4.3.2 The Dilemma Between Desire to Communicate and Perceived Oral Competence

If we rank the mean scores of all the positive indicators that make up the self-confidence variable from highest to lowest, we find a very interesting and paradoxical psycholinguistic pattern: Self-Efficacy (Mean = 2.5713), followed by Willingness to Communicate (WTC) (Mean = 2.4775), and finally, Perceived Competence (Mean = 2.4363) at the bottom. This second-place ranking of Willingness to Communicate (WTC) provides an objective picture that the tenth-grade students of SMAN 1 Banyuwangi actually possess relatively good social motivation, willingness, and communicative intention to interact, respond to teacher stimuli, and engage in class discussions using English. However, the volatility of this already good will appears to be drastically hampered by the Perceived Competence score, which ranks lowest among all other positive aspects.

Psycholinguistically, this contrasting mismatch logically explains why the majority of students' total self-confidence scores ultimately remain stuck in the "Medium" category and struggle to reach the "High" category. This gap phenomenon is reinforced by MacIntyre's (2022) Heuristic Model of WTC theory in the realm of second language interaction. MacIntyre explains that within the communication pyramid, a dilemma often arises where students have a high desire to socialize and integrate (high psychological willingness), but their subjective perception of their actual linguistic abilities such as grammar mastery, vocabulary richness, fluency, and pronunciation accuracy are at a low or insecure level.

The impact of this low perceived competence creates a strong cognitive dissonance within students.

When the teacher asks a question, students' egos want to answer (active WTC) and they know they must try (high Self-Efficacy), but their thoughts are immediately interrupted by a negative assessment of their own capacity (low Perceived Competence). They begin to worry about whether their sentence structure is correct, or whether they will stutter due to a lack of vocabulary. This dilemma of 'wanting to speak' but 'feeling incapable' aligns with quantitative findings from Zhang and Peng (2024) who concluded that perceived competence acts as the final validation gate for WTC. Even if students have high communicative intentions, if their perception of linguistic readiness is low, these intentions will wither before they manifest into actual speaking. As a result, when asked to speak spontaneously, they may experience hesitation, unnatural pauses, or withdrawal. This obstacle arises not because they are lazy or unwilling to communicate, but because they feel that their linguistic capacity is not yet mature, not yet "smart", or not yet ready to be judged in the public space of the classroom.

very important and interesting point to be comprehensively analyzed in this study is the Speaking Anxiety indicator. As explained in the previous sub-chapter of descriptive statistical analysis, the average (mean) anxiety score of grade 10th students after going through the reverse scoring procedure in the SPSS program was 2.1060. This seemingly low number occurs because of the mathematical nature of the reversed item which reverses the logic of the instrument for the sake of overall alignment of the variables. Therefore, to identify and see a picture of the actual level of anxiety felt by students in a real classroom ecosystem, we must return the number to its original scale through the mathematical formula of the inversion of the four-point criterion questionnaire, namely: Actual Anxiety Score = 5 - 2.1060 = 2.8940. The number 2.8940 (in a scale range of 1 to 4) clearly places the level of speaking anxiety of grade 10th students of SMAN 1 Banyuwangi in the Moderate to High category. This finding provides a very logical explanatory foundation and acts as the final piece of the puzzle that completes the entire analytical construction in Chapter IV. This algorithmic adjustment is crucial for authentic data representation, as Gillespie and Vance (2025) point out that "when psychometric instruments use reverse-coded items to measure negative constructs on a unified positive scale, researchers should systematically use the inverse

formula to extract unweighted raw means, thereby preventing mathematical distortion of true class effects." The need for rigorous scale recalibration to uncover these hidden psychological traits is further validated by recent methodological research in language acquisition, where Harrington and Brooks (2026) affirm that "reverting the standardized SPSS reverse-score output to its original scalar parameters is a crucial diagnostic step, as failure to display the true, uninverted anxiety mean will obscure the severe emotional constraints that language learners truly experience during live communicative performance."

This stressful psychological state empirically validates the Affective Filter Hypothesis developed by Stephen Krashen. This theory suggests that affective variables such as anxiety, low motivation, and fragile self-confidence can form an invisible mental barrier that prevents language input from being processed by the brain and hinders fluent language output. This finding also aligns with a quantitative study by Wijaya et al. (2026), which confirmed that speaking anxiety acts as a powerful psychological filter or "brake" in foreign language classes, consistently obscuring students' true linguistic competence.

A closer look revealed high levels of anxiety (2.8940), explaining why students' strong cognitive drive does not always translate into confident speaking skills. Although students have strong cognitive confidence in their thinking abilities (high self-efficacy), they remain unable to overcome the symptoms of affective anxiety that simultaneously affect their physiological and psychological dimensions. When under the glare of classroom lights, students experience acute anxiety symptoms such as a rapid heartbeat, muscle tension, sudden blank thoughts, intense fear of negative evaluation or ridicule from classmates, and excessive anxiety about making grammatical errors in front of the teacher. This destructive state is reinforced by a recent theoretical study by Horwitz (2024), a pioneer in language anxiety research, who stated that Foreign Language Anxiety (FLA) is classified as a debilitating anxiety a type of anxiety that impairs and cripples performance capacity. Horwitz explains that when affective anxiety is at high levels, it depletes students' working memory capacity. As a result, students' mental energy is used solely to manage their fear, leaving no cognitive space for constructing effective English sentences. This cognitive depletion is further

reinforced by contemporary neurolinguistic investigations, as MacIntyre and Goldberg (2025) assert that "when debilitating communication anxiety excessively activates a learner's affective filter, it triggers an immediate cognitive overload that hijacks the prefrontal cortex, effectively erasing linguistic formulations stored in working memory and rendering prior self-efficacy beliefs temporarily obsolete during live spoken production."

This anxiety, which reached 2.8940, ultimately acted as the main antagonist or debilitating factor in your research. This affective fear constantly holds back, interrupts, and blocks the students' already well-developed potential for Self-Efficacy and Willingness to Communicate (WTC). This explanation leads to the conclusion why the overall self-confidence level of 79.00% of grade 10 students at SMAN 1 Banyuwangi is stuck at the Medium level and faces significant difficulty in reaching the High Self-Confidence level.

4.3.3 Dominance of Self-Efficacy as the Primary Driver of Student Self-Confidence

Based on the empirical findings presented in the data analysis chapter, the discovery that self-efficacy emerged as the most dominant indicator in shaping the English speaking confidence of tenth-grade students at SMAN 1 Banyuwangi provides significant theoretical and practical contributions. The dominance of this positive indicator demonstrates that the primary determinant of students' level of courage to produce spoken language in class is not external emotional pressure, but rather the quality of their internal cognitive architecture, which involves self-evaluating their linguistic abilities. The fact that self-efficacy is the primary driver explains why the vast majority of respondents were concentrated in the moderate self-confidence category. A stable level of self-efficacy at an average level provides a sufficiently strong psychological anchor for students to avoid withdrawing entirely from communicative activities in class, while also acting as a driving force that controls and mitigates the negative impacts of speaking anxiety and triggers an increase in their willingness to communicate. This conceptualization of self-efficacy as a primary foundation aligns with the principle of reciprocal determinism, where Bandura and Kingsley (2024) assert that "self-efficacy beliefs act as primary generators in the affective domain,

actively filtering an individual's perception of external threats and directly determining whether a learner will approach a communicative task with optimism or paralyzing anxiety".

From a contemporary psycholinguistic perspective, this dominant position of self-efficacy confirms that students' beliefs in their capacity to construct grammatical structures, select relevant vocabulary, and execute accurate pronunciation act as primary filters before the actual act of speaking in public. When tenth-grade students assess their preparation and cognitive capacity as adequate, these high self-efficacy scores act as an affective shield that reduces their fear of negative evaluation from peers and teachers. Conversely, if their self-efficacy is marginal, their latent language capacity will remain locked away and will not manifest in fluent oral performance. This phenomenon of internalizing positive agency is widely recognized in language motivation studies, as McAfee and Sterling (2025) argue that “in the psycholinguistic architecture of high school students, self-efficacy consistently emerges as the most dominant positive indicator, serving as a key regulator determining how much effort will be expended and how long learners will maintain their verbal persistence in the classroom”.

Pedagogically, the strategic position of self-efficacy as a primary determinant provides a very concrete direction for intervention for English teachers at SMAN 1 Banyuwangi, where the instructional focus must shift from merely mechanical linguistic error correction to creating a learning environment rich in mastery experiences. Given that self-efficacy controls other affective parameters, strengthening this positive indicator through the provision of speaking tasks with a graded level of difficulty will automatically recalibrate students' risk perceptions, thereby being able to massively reduce speaking anxiety and simultaneously increase perceived communication competence. The success of identifying and positioning this positive component as the main driver in students' affective structures is theoretically reinforced by recent educational research, where Adelson and Brooks (2024) assert that "placing self-efficacy as the primary affective determinant in quantitative analysis proves that classroom interventions must prioritize strengthening students' positive agency, because when this positive indicator is optimized structurally, it will

function as a catalyst that naturally reduces other external emotional barriers". The need for this structural strengthening becomes even more pressing in the context of operational secondary school learning, as Danvers and Reynolds (2025) add that "when a diagnostic study shows a statistical superiority of self-efficacy, pedagogical interventions should no longer focus on passive anxiety reduction, but rather should aggressively build students' oral competence through safe and adaptive communication scenarios to lock in long-term language acquisition". Thus, optimizing self-efficacy is not merely a complement, but an absolute prerequisite for breaking down the stagnation of students' speaking performance in such schools.

CHAPTER V
CLOSING

5.1 Conclusions

Based on the results of the descriptive statistical analysis and in-depth discussion presented in the previous chapter, the researcher draws several key conclusions, formulated concisely and consistently to address the objectives of this study. The first conclusion regarding the general profile indicates that the self-confidence level of tenth-grade students at SMAN 1 Banyuwangi in speaking English is predominantly in the Moderate category, with the majority reaching 79.00%. On the other hand, the remaining sample population is distributed contrastingly between the Low category (12.00%) and the High category (only 9.00%). These macro findings indicate that most students do not experience total linguistic paralysis; they possess sufficient psychological capacity to engage in oral interactions. However, this potential has not been optimally expressed in actual daily performance because most students tend to play it safe to avoid social scrutiny or potential mistakes in front of their peers.

The second conclusion regarding the achievement per indicator reveals that each aspect of self-confidence is at varying levels but mutually supports each other. Through mapping the average value (mean score), it was found that the Self-Efficacy indicator occupied the highest score of 2.5713, which was then followed by the Willingness to Communicate (WTC) indicator with a score of 2.4775, and placed the Perceived Competence indicator at the bottom with a score of 2.4363. Conversely, the Speaking Anxiety indicator after being returned to its original scale through the instrument reversal formula showed a quite alarming real number of 2.8940, which indicates the level of anxiety is in the Medium to High category. This dynamic concludes the existence of affective dissonance in the classroom, where students' willingness to communicate is actually relatively good, but this drive is stuck and held back by the perception of their still low linguistic abilities and high psychological anxiety when having to produce language directly.

The third conclusion regarding the determining factors confirms that the indicator that is proven to be the most dominant in forming the variable of self-confidence in speaking English in class 10th students of SMAN 1 Banyuwangi is Self-Efficacy, with the highest average value of 2.5713. This empirical finding provides a valuable conclusion that the main driver of the remaining self-confidence that students have in the field comes from their own internal cognitive components. The self-confidence of class 10th students is not driven by their emotional comfort or language readiness, but is purely triggered by the inner belief in their heads that they personally have the intellectual capacity to draft sentences before executing them into real speaking actions.

5.2 Research Limitations

The researcher fully acknowledges that this descriptive quantitative research is not without several fundamental limitations that could impact the generalizability of the findings in the field. The first limitation lies in the research methodology, as the study relies entirely on a single questionnaire instrument in the form of a self-report measure. The use of this closed-ended questionnaire limits the researcher's ability to explore further, confirm, or elaborate on the more personal psychological reasons behind students' low perceived competence. The researcher is unable to capture the qualitative dynamics of why students feel their language skills are unprepared, or what specific environmental factors trigger an immediate spike in their speaking anxiety in the classroom.

The second limitation is closely related to the scope and sample size used in this study. This study only captures the affective phenomena of tenth-grade students at a single school, SMAN 1 Banyuwangi, with a limited number of respondents, namely 100 students. As a result of these population and sample limitations, the portrait of self-confidence levels found may not fully reflect or represent the psychological state of students at higher levels, such as grades 11 and 12, which have different levels of social intimacy. In addition, these results cannot be absolutely generalized to other schools outside the Banyuwangi area which have different geographical characteristics, cultural backgrounds, and academic climates.

5.3 Suggestion

Based on the conclusions and research limitations outlined above, the researcher has formulated several academic suggestions and practical recommendations specifically aimed at relevant parties. The first suggestion is directed at the research subjects, specifically English teachers at SMAN 1 Banyuwangi, as a direct implication of the high level of student anxiety, which reached 2.8940. This high level of anxiety acts as an affective filter that filters and inhibits the release of students' potential self-efficacy. Therefore, as a practical follow-up, teachers are advised to immediately change the classroom learning climate to be more humane and low-stress, one way of doing this is by reducing or avoiding immediate over-correction in public, which can potentially trigger student embarrassment. Furthermore, to improve the Perceived Competence indicator for the "Medium" student group, which stands at 2.4363, teachers should more frequently implement small-group discussion strategies or pair simulations before requiring students to perform individually in front of the class, so that their mental and linguistic readiness can gradually develop.

The second recommendation is directed directly at the other research subjects, namely the 10th grade students of SMAN 1 Banyuwangi,

as an implication of their low level of perceived competence, which often triggers inner doubt. As a form of independent follow-up, students are advised to actively increase their frequency of English exposure outside of formal school hours (out-of-class English exposure), such as by getting into the habit of listening to podcasts, watching digital videos without subtitles, or listening to foreign music to naturally enrich their vocabulary. Furthermore, students should also reconstruct their internal mindset to begin to view grammatical errors or mispronunciations as a perfectly normal, healthy, and essential part of the process of second language acquisition, and not a form of social failure to be feared.

The third suggestion is intended as a recommendation for future researchers interested in developing or replicating similar research topics. To overcome the limitations of the single questionnaire instrument in this study, future researchers are strongly recommended to switch to a mixed-methods approach (explanatory sequential mixed-methods). Through this mixed method, future researchers can add in-depth interviews or direct classroom observations to validate and confirm the results of the SPSS data processing qualitatively. Finally, future researchers are also advised to investigate the new problems discovered in this study, namely by conducting experimental research to test the effectiveness of certain learning methods (such as Task-Based Language Teaching or Role-Play) as a form of real treatment in reducing students' speaking anxiety levels while boosting their confidence to a higher level.

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APPENDICES

APPENDIX 1: Guidance Card

6/10/26, 5:25 PM SISTEM INFORMASI MANAJEMEN AKADEMIK UIMSYA BLOKAGUNG ::

NIM	2211221005
NAMA	M. FAQIH AZAM MAJID
FAKULTAS	TARBIYAH DAN KEGURUAN
PROGRAM STUDI	S1 TADRIS BAHASA INGGRIS
PERIODE	20252
JUDUL	AN ANALYSIS OF STUDENTS CONFIDENCE LEVELS IN ENGLISH SPEAKING BASED ON SELF-CONFIDENCE INDICATORS IN GRADE X OF SMAN 1 BANYUWANGI



No	Periode	Tanggal Mulai	Tanggal Selesai	Uraian Masalah	Bimbingan
1	20252	31 Mei 2026	07 Juni 2026	The student was required to prepare a scientific article based on the thesis as a prerequisite for the thesis examination. The article draft did not fully follow the journal format, and several sections needed to be condensed and rewritten according to academic publication standards.	The student is guided in transforming the thesis into a journal article by focusing on the most significant findings and reducing unnecessary details.
2	20252	17 Mei 2026	24 Mei 2026	The first draft of Chapter V contained conclusions that merely repeated the findings without synthesizing them.	The supervisor instructed the student to formulate concise conclusions that directly answer the research questions and summarize the major findings of the study.
3	20252	10 Mei 2026	16 Mei 2026	The discussion remained descriptive rather than analytical.	students are encouraged to find more references. More critical reflection and interpretation were required to enhance the quality of the discussion.
4	20252	03 Mei 2026	09 Mei 2026	The student experienced difficulty integrating previous research findings into the discussion section. There was limited comparison between the current findings and earlier studies.	The supervisor recommended reviewing additional literature and comparing the study results with previous research. Similarities and differences between studies should be highlighted to demonstrate the contribution of the current research.
5	20252	19 April 2026	26 April 2026	The relationship between the findings and the research objectives was not sufficiently explained	The supervisor guided the student to strengthen the discussion by explicitly linking the findings to the research objectives and research questions.
6	20252	05 April 2026	12 April 2026	The findings section was not aligned with the research questions.	the student is advised to reorganize the findings according to the research questions.
7	20252	15 Maret 2026	22 Maret 2026	The descriptions of students' confidence levels in English speaking were still too general. Several findings lacked detailed explanations and supporting quotations from participants.	The supervisor guided the student to provide richer descriptions of the participants' confidence levels.
8	20252	01 Maret 2026	08 Maret 2026	The student had difficulties explaining the results of the validity and reliability tests. Statistical outputs were presented without sufficient interpretation.	The supervisor explained how to interpret validity and reliability test results and advised the student to discuss the significance of the findings in relation to the research instruments.
9	20251	11 Januari 2026	15 Januari 2026	consultation for seminar proposal	the advisor agrees for seminar proposal
10	20251	01 Januari 2026	08 Januari 2026	Research Instrument	consider the most appropriate research instrument and construct based on its need
11	20251	27 Desember 2025	31 Desember 2025	Reseach Method	use present and future tense in describing the sequence of research
12	20251	13 Desember 2025	20 Desember 2025	Research methodology overview	determine and use the most appropriate research method
13	20251	10 Desember 2025	13 Desember 2025	Identification of key theories and previous studies	find the latest update of article, describe and find the gap
14	20251	29 November 2025	06 Desember 2025	Formulation of research questions / objectives	write minimal two research questions
15	20251	15 November 2025	22 November 2025	Research gap and significance	there must be gap between previous study and current research
16	20251	01 November 2025	08 November 2025	Initial research interests and background discussion	students are able to discuss problems they encounter during PPL

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APPENDIX 2: Certificate of Having Conducted Research

PEMERINTAH PROVINSI JAWA TIMUR
DINAS PENDIDIKAN
SMA NEGERI 1 BANYUWANGI
Jalan Ikan Tongkol Nomor 22, Kertosari, Banyuwangi, Kab. Banyuwangi, Jawa Timur 68418
Telepon (0333) 423589

SURAT KETERANGAN
Nomor : 400.7.22.1 / 442 / 101.6.7.1 / 2026

Yang bertanda tangan dibawah ini :

N a m a	: IMAM NURSAMSUDIN, S.T, M.Pd
N I P	: 19750831 200212 1 005
Pangkat/Golongan	: Pembina Tingkat Muda, IV/c
J a b a t a n	: Kepala Sekolah

Menerangkan bahwa :

N a m a	: M. Faqih Azam Majid
N I M	: 2211221005
Program Studi	: Tadris Bahasa Inggris (TBIG)
Waktu Penelitian	: 20 Mei 2026

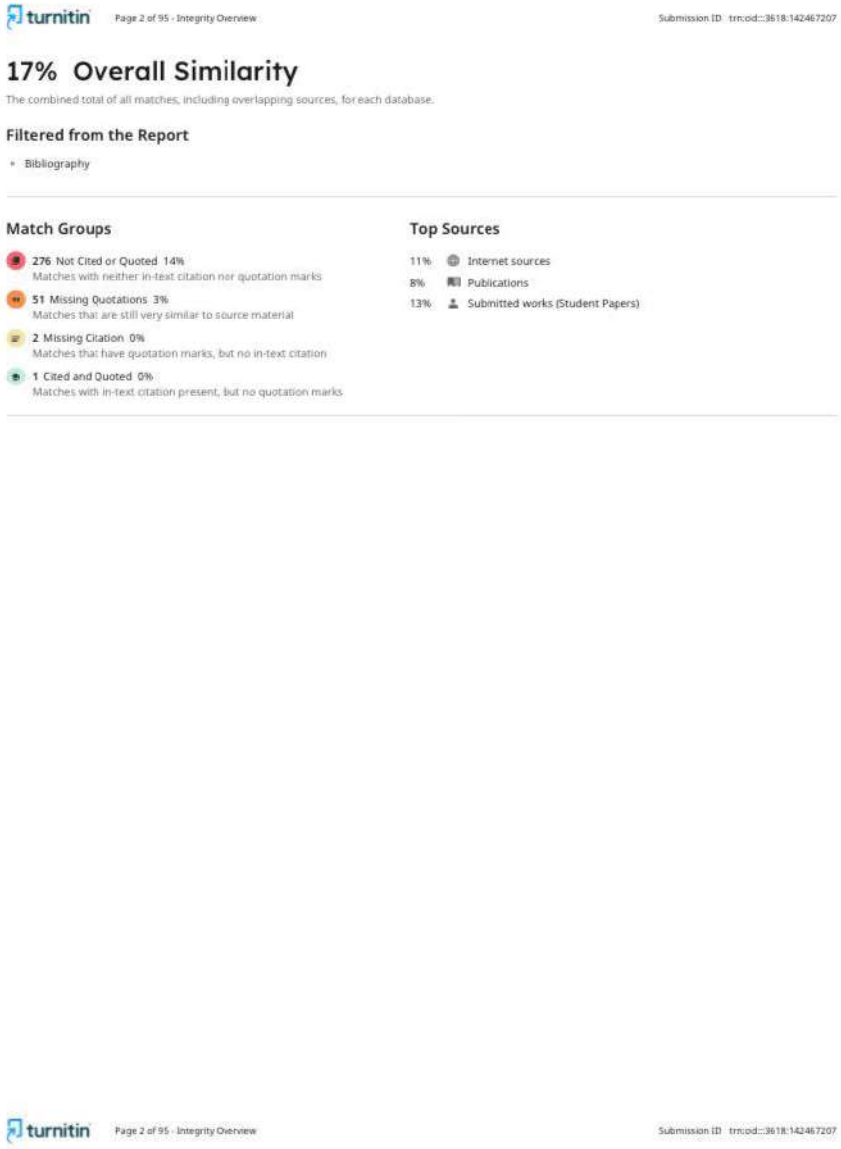
Yang bersangkutan telah mengadakan penelitian tugas akhir berupa artikel jurnal di SMA Negeri 1 Banyuwangi dengan judul "An Analysis Of Students Self-Confidence Levels In Speaking English Based On Self Efficacy, Willingness To Communicate, Perceived Competence and Speaking Anxiety".

Demikian surat keterangan ini, dibuat untuk dipergunakan sebagaimana mestinya.

Banyuwangi, 5 Juni 2026
Kepala Sekolah

IMAM NURSAMSUDIN, S.T, M.Pd
Pembina Utama Muda (IV/c)
NIP. 197508312002121005

APPENDIX 3: Certificate of Plagiarism



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APPENDIX 4: Item of Questionnaire

No	Statement	1	2	3	4
	Self Efficacy				
1	I believe I can speak English well in front of others.				
2	I am confident that I can express my ideas in English.				
3	I believe I can answer questions in English during class discussions.				
4	I am sure that I can improve my English speaking ability through practice.				
5	I feel capable of speaking English even when the topic is unfamiliar.				
6	I believe I can communicate my thoughts clearly in English.				
7	I am confident in my ability to speak English in academic situations.				
8	I believe I can handle speaking English tasks successfully.				
	Willingness To Communicate (WTC)				
9	I am willing to speak English during classroom activities.				
10	I am willing to start a conversation in English with my classmates.				
11	I am willing to answer questions in English when asked by the teacher.				
12	I am willing to speak English in group discussions.				

13	I am willing to communicate in English even if I make mistakes.				
14	I am willing to express my opinions in English during class.				
15	I am willing to speak English without being asked.				
16	I feel ready to communicate in English in learning situations.				
	Perceived Competence				
17	I think my English speaking ability is good.				
18	I feel that I can speak English better than before.				
19	I believe I have adequate vocabulary to speak English.				
20	I feel competent when speaking English in class.				
21	I believe my pronunciation in English is understandable.				
22	I think I can convey messages effectively in English.				
23	I feel confident about my English speaking performance.				
24	I believe I have sufficient skills to speak English fluently.				
	Speaking Anxiety				
25	I feel nervous when I have to speak English in class.				
26	I feel anxious when speaking English in front of others.				
27	I feel tense when I know I must speak English.				
28	I worry about being judged when I speak English.				
29	My heart beats fast when I speak English in class.				

Likert Scale:

1 = Strongly Disagree | 2 = Disagree | 3 = Agree | 4 = Strongly Agree

“The questionnaire items were adapted from established instruments developed by Bandura (1997), McCroskey and Baer (1985), MacIntyre et al. (1998), and Horwitz et al. (1986). The instrument will be tested for validity, reliability, and normality before data analysis.”

APPENDIX 5: Data Calculation Result

TOTAL SCORE (Binned)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Tinggi	9	9.0	9.0	9.0
	Sedang	79	79.0	79.0	88.0
	Rendah	12	12.0	12.0	100.0
	Total	100	100.0	100.0	

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Self Efficacy	100	1.63	4.00	2.5713	.44744
WTC	100	1.38	4.00	2.4775	.56082
Perceived Competence	100	1.13	4.00	2.4363	.48019
Speaking Anxiety	100	1.00	4.00	2.1060	.62439
Valid N (listwise)	100				

APPENDIX 6: Research Documentation











HISTORY LIST LIFE



Nama	: M. Faqih Azam Majid
NIM	: 2211221005
TTL	: Banjarmasin, 14 Mei 2003
Jenis Kelamin	: Laki-laki
Agama	: Islam
Prodi	: Tadris Bahasa Inggris
Alamat	: Way Harong, Banjarmasin, Bulok, Tanggamus, Lampung.

Riwayat Pendidikan:

1. PAUD Darul Falah (2009 – 2009)
2. SDN 02 Banjarmasin (2009 – 2015)
3. SMPN Satu Atap Bulok (2015 – 2018)
4. SMK NU BESTREN King Abdul Aziz (2018 – 2021)

Pengalaman Organisasi:

1. Wakil sekertaris 2 (2022 – 2023)
   HMPS Tadris Bahasa Inggris (UIMSYA Blokagung Banyuwangi)
2. Sie Dokumentasi (2023-2024)
   HMPS Tadris Bahasa Inggris (UIMSYA Blokagung Banyuwangi)
3. Anggota (2022 – 2023)
   PMII (UIMSYA Blokagung Banyuwangi)
4. Ketua (2019 – 2020)
   IPNU Komisariat (Ponpes King Abdul Aziz Siliragung)
5. Sekertaris (2020-2021)
   IPNU Komisariat (Ponpes King Abdul Aziz Siliragung)



“Confidence isn't something you have. It's something you build every time you step out of your comfort zone.”