

## Exploring Factors Influencing Speaking Confidence Among Secondary School Students

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### Abstract

Speaking confidence is essential for academic performance and personal growth. However, many students experience significant fear and lack confidence while speaking English. This exploratory study seeks to discover and analyze numerous factors that influence or detract from secondary school students' speaking confidence. A qualitative research approach was employed, involving observations and the distribution of questionnaires to 61 students—29 from the regular class and 32 from the accelerated class. Additionally, interviews were conducted with twelve students, equally divided between the two groups. The findings indicate the factors including internal and external factors. Internal factors examined include personality traits, self-esteem, language proficiency, and past experiences with speaking tasks. External factors encompass the role of English materials, the influence of English teachers, teaching methods, learning media, peer interactions, family support, learning atmosphere, and classroom facilities. The study highlighted the importance of creating a positive learning environment to enhance speaking confidence among students.

**Keywords:** Accelerated Students, Secondary School, Speaking Confidence.

### INTRODUCTION

English is regarded as one of the most essential courses taught throughout all generations (Jannah et al., 2024). According to (Rahimah et al., 2023.), English learning aims to give students the skills to communicate effectively and efficiently. By improving the quality of learning and learning outcomes for students learning English, it is possible to achieve the goal of communicating effectively using the language. Therefore, teachers must prepare their students to communicate in English to compete with job seekers from other developing countries. Effective communication in English is one of the most essential language learning goals. Improving linguistic skills through learning English is vital, encompassing various competencies such as listening, speaking, reading, and writing, as highlighted by (Hameed & Ali, 2022). Specifically, speaking is emphasized as a crucial skill that individuals must possess within language development. The significance of speaking becomes apparent through its integration with other language skills. According to (Leong & Ahmadi, 2017.), speaking contributes to developing vocabulary and grammar proficiency and enhancing writing abilities. Students can effectively convey emotions, articulate ideas, narrate stories, make requests, participate in discussions, and demonstrate various language functions through oral expression. It is noteworthy that the importance of speaking extends beyond the academic realm to real-world applications. Moreover, the success of learning to speak can be measured through the ability of students to convey their ideas orally (Gani et al., 2015). This idea can be identified as self-confidence in speaking English.

Self-confidence plays a vital role in mastering English speaking skills (Suratullah et al., 2023). Research by (Aulia & Apoko, 2022), also suggests that self-confidence is advantageous, citing

examples such as having faith in one's ability to overcome challenging situations, serving as a motivator to avoid anxiety while speaking, and being capable of solving problems of all sizes. According to (Akbari & Sahibzada, 2020), one of the critical factors that can contribute to improving English language proficiency among students is self-confidence. When students have confidence in themselves, they are more likely to speak actively during the teaching and learning process, whether in a group discussion or a presentation in front of the class. It is essential to note that self-confidence is an influential factor that can impact how well students learn English as a foreign language (Arianto et al., 2023). In addition, according to Aye and Phyu in the research by (Mega & Sugiarto, 2020), people need practical English-speaking confidence in the whole life of this globalization era. Speaking confidence is associated with numerous positive outcomes in educational environments.

Students confident in their speaking abilities generally achieve higher academic performance, as they are more inclined to ask questions, seek clarification, and participate in discussions. Therefore, fostering an environment that promotes self-confidence among students is crucial to help them improve their English language skills. Despite its importance, speaking confidence does not come naturally to all students; it is an ability only some have, caused by nervousness or lack of confidence; self-confidence is the principal capital that must be prepared beforehand (Dewi & Sistiani, 2023.). This aligns with the (Qasemi, 2020), statement that one of the most challenging aspects language learners encounter in language acquisition is the development of speaking skills. Several challenges can impede the development of this skill. Personal factors such as anxiety, low self-esteem, and fear of negative evaluation can significantly affect a student's willingness to speak up in class (Arifin, 2017). One of the significant obstacles students experience when asked to speak English in front of the class is a lack of confidence. Many students appear timid and hesitant in front of the class, which can lead to a lack of self-confidence. As a result, students struggle to improve their language abilities, which are required for efficient communication. Considering that not every student possesses speaking confidence, it is essential to investigate the factors that influence it. Speaking confidence between acceleration and regular students' research has also been discussed by (Hidayati et al., 2020). The author compares the students' self-confidence between special classes (full-day classes) and regular classes. Hypothesis testing revealed that students in special classes have higher self-confidence levels than those in regular classrooms. Full-day classrooms with confident students are known for their active participation and willingness to ask questions. Regular students tend to be quiet in class and do not converse much with their classmates. When teachers encourage students to work on their difficulties, they hesitate to speak up. Additionally, the students exhibit low self-confidence in group situations. These comparative studies indicate that the difference between unique and ordinary classes comes from environmental factors and the academic atmosphere. Students' self-confidence levels differ due to variances in how unique and ordinary classrooms provide an academic learning environment. However, this study was limited to the elementary field only.

In addition, there is a growing recognition of the importance of speaking confidence, yet comprehensive research on the specific factors influencing this skill in secondary school students is limited. Existing studies often focus on higher education settings or specific interventions, leaving a gap in understanding the broader range of influences at the secondary school level. The factors influencing

students' speaking skills revealed that the teachers, speaking opportunities, peers, etc have a significant role in motivating students in speaking performance (Qasemi, 2020). However, this discussion has been limited to the university level. Since secondary school is a critical period for personal and academic development, exploring these factors in detail is essential. To bridge this gap in the literature, the study entitled "Exploring Factors Influencing Speaking Confidence of Secondary School Students" delves into and finds the factors that influence speaking confidence between variables. Building on the research gap highlighted by the previous study, this investigation contributes to a deeper understanding of the factors influencing speaking confidence in secondary explains why the research is important or necessary.

## METHODOLOGY

The primary objective of this study was to thoroughly investigate the factors influencing speaking confidence among secondary school students. To achieve this goal, a descriptive approach utilizing qualitative research methods was deemed appropriate for comprehensively analyzing and interpreting the findings. According to (Aspers & Corte, 2019), qualitative research is an interactive process in which the scientific community can achieve a greater understanding by making new meaningful distinctions that arise from getting closer to the research subject. Furthermore, (Hammarberg et al., 2016) suggest that qualitative methods are well-suited for addressing questions related to experience, meaning, and perspective, particularly from the participant's standpoint. Qualitative research was chosen for its ability to explore complex issues in their natural settings. The study focuses on the student population at SMPN 5 Sidoarjo, which consists of accelerated and regular programs and totals 61 students. The accelerated class has a cohort of 32 students, whereas the regular class comprises 29 students. In the accelerated class 9.9, there are 13 male and 19 female students. Meanwhile, in the regular class 9.1, there are 15 male and 14 female students. This research objective is to explore the factors influencing speaking confidence among secondary school students. The study used multi-method data collection, integrating classroom observations, questionnaires, and semi-structured interviews to collect diverse data. In this study, the researcher used a non-participatory observation approach. This means the researcher observed and recorded students' behaviors, responses, and facial expressions during various language-related activities. The researcher administered a questionnaire consisting of 34 questions. This included two questions on students' demographic information, 30 close-ended questions in the form of a Likert scale, one multiple-answer question, and one open-ended question. For the 30 Likert scale questions, participants responded by selecting a value between 1 and 5, where 1 = Strongly Disagree, 2 = Disagree, 3 = Neither Agree nor Disagree, 4 = Agree, and 5 = Strongly Agree. For the interview, the researcher invited twelve students - six from regular and six from accelerated classes. These participants were selected based on their questionnaire responses, which indicated a need for further in-depth exploration. The interviews were conducted in person at SMPN 5 Sidoarjo. The researcher took detailed notes during the interviews and recorded the conversations with the participants' consent.

A data analysis technique was implemented by examining questionnaire responses and interview transcripts, following three stages as outlined by (Ary et al., 2010):

1. **Familiarizing and Organizing:** The researchers familiarized themselves with the data by repeatedly reading observation notes, questionnaire responses, and interview transcripts, converting audio recordings into written transcripts. Preliminary codes and themes related to speaking confidence were identified.
2. **Reducing:** The data was refined to highlight key points and themes, summarizing lengthy transcripts and notes. Irrelevant data was removed to focus on the most critical information.
3. **Interpreting and Representing:** The refined data was analyzed to identify connections, discrepancies, and insights related to speaking confidence. Conclusions were drawn about key factors like classroom environment, teacher support, peer interactions, and individual traits such as self-esteem. The findings were presented using detailed narratives, direct quotes, and visual representations like charts.

## **RESULT AND DISCUSSION**

### **A. Factors that Influence the speaking confidence**

The researcher acquired more in-depth information about factors influencing speaking confidence among secondary school students after observing, distributing online questionnaires, and conducting interviews with several participants. After direct observation, the researcher conducted a study on students' speaking confidence by distributing questionnaires to 61 participants. Among them, 29 students were from the regular class, with three absent during the distribution. Additionally, 32 students were from the acceleration class. To gain deeper insights, the researcher conducted interviews with twelve students, evenly distributed among six students from each class. This approach allowed for a comprehensive examination of speaking confidence across regular and acceleration classes, resulting in various perspectives and experiences that are explained below. Numerous factors impact students' confidence in speaking, especially in secondary school. These factors can be categorized into internal and external, stemming from both the learners and their surrounding environment. Internal factors pertain to characteristics within the individual student, such as their personality, self-esteem, language proficiency, and past experiences with speaking tasks. On the other hand, external factors are influenced by the environment around the students. These include English material, English teacher, teaching method, learning media, peers, classroom atmosphere, class facility, and family support.

#### **Internal Factors**

##### **a. Learners' personality**

Personality refers to the characteristic patterns of thoughts, feelings, and behaviors that distinguish one individual from another. In a recent survey, some students mentioned feeling confident and enjoying discussions, highlighting their comfort with speaking up.



Graphic 1 Learners' Speaking Confidence Based on Their Personality

As the chart shows, 3.3% or 2 of 61 students and 23% or 14 of 43 students confirm they are too afraid of speaking English and described themselves as shy and less confident. Students who selected 4 or 5 on the questionnaire statement "I am not afraid of speaking English" likely possess a resilient personality. Resilience enables them to overcome the fear of making mistakes or being judged, which is crucial for speaking confidently in a second language. During the interview, the researcher explored this issue further by asking, "Why are you afraid of speaking English?" The responses from the interviews supported the questionnaire data. The result of the interview can be seen below,

P3: "I think I am not confident because I am a shy person,"

P4: "I am an introverted person, Miss. I am not very talkative, so I rarely speak up in class."

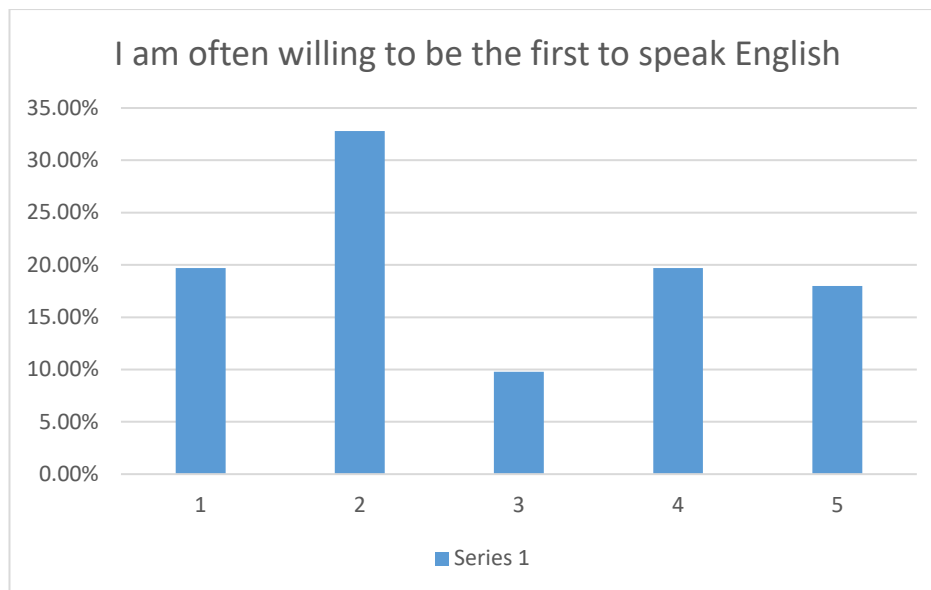
On the other hand, 37.7% (23) of 43 students and 23% (14) of 61 students claimed they were confident in speaking English. The result of the interview also supports it;

P1: "I am quite confident because there is nothing wrong with sharing opinions in class."

In speaking confidence, extroverted individuals may feel more comfortable expressing themselves verbally in front of others, while introverted individuals may feel more hesitant or reserved. Self-confidence, assertiveness, and personality influence how comfortable a student feels when speaking publicly or in group settings.

#### **b. Self-esteem**

Self-esteem relates to an individual's overall evaluation of their worth and abilities. Based on the interview results, some students are more inclined to speak English and are more willing to speak it than others. This evidence supports the notion that self-esteem significantly influences students' speaking confidence.



Graphic 2 Learners' Speaking Confidence Based on Their Self-Esteem

As the chart shows, 19.7% or 12 of 61 students and 32.8% or 20 of 61 tend to exhibit low self-esteem, primarily due to a lack of motivation to initiate speaking English first. To support the data, the researcher asked during the interview, "Why are you not often willing to be the first to speak English?" The students' responses revealed:

P6: "I am afraid of making mistakes in English pronunciation,"

P10: "Usually, I also lack confidence in my answers. Sometimes I doubt my answer,"

P11: "I am quite confident in expressing my opinion, but on the other hand I am also sometimes a bit doubtful and uncertain about my own opinion."

On the other hand, 19.7% or 12 of 61 students and 18% or 11 of 61 students, respectively, show a strong tendency towards high self-esteem, often resulting in their eagerness to speak English. The finding proves the (Getie, 2020) theory that students' self-esteem influences their speaking performances and confidence. Students with high self-esteem tend to believe in their capabilities and are likelier to approach speaking tasks confidently. Conversely, students with low self-esteem may doubt their abilities, fear judgment or criticism from others, and consequently struggle to speak confidently in public or group settings.

### c. Language Proficiency

Language proficiency refers to a student's mastery of a particular language. During the interviews, the researcher asked, "How do you feel in speaking class? Why do you feel this way?" The students responded:

P5: "I lack confidence because I still cannot master English well and correctly, and also, I do not speak English fluently, which makes me less confident, I think."

P6: "...my ability to speak English is also inferior".

P10: "I am quite insecure because my English is not good yet,"

Another student even claimed that tenses are one of the obstacles to speaking English,  
P12: "My confidence scale is five because I still need to learn more, especially English tenses, I honestly think English tenses are hard to memorize."

Students with higher language proficiency are generally more confident in their communication ability, as they possess a broader vocabulary, better grammar skills, and greater fluency. Conversely, students with lower language proficiency may feel less confident speaking, as they may need help to express themselves clearly or fear making mistakes in their speech. In summary, language proficiency significantly impacts students' speaking confidence. As students have mentioned, continuously improving language skills, especially by mastering English tenses and becoming fluent, is essential for boosting their confidence.

#### **d. Past experiences with speaking tasks**

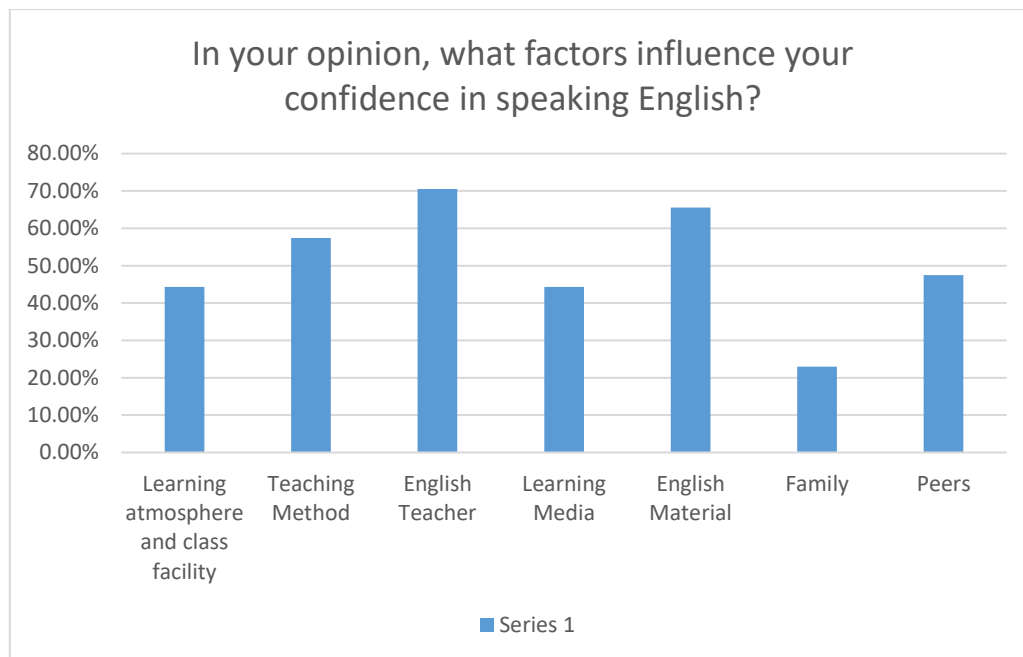
Past experiences, both positive and negative, play a significant role in shaping students' confidence in speaking. Successful experiences, such as receiving praise for a well-delivered presentation or engaging in enjoyable conversations with peers, can boost a student's confidence and willingness to speak in the future. On the other hand, negative experiences, such as feeling embarrassed or being criticized during a speaking task, can undermine a student's confidence and create reluctance or anxiety toward speaking in similar situations. The researcher inquired during the interview, "How do you feel speaking in class? Why do you feel that way?" The students replied:

P11: "I do not like to express my opinion anymore because sometimes my opinion is never heard."

In summary, students' past experiences significantly impact their confidence in speaking. Educators must cultivate a positive learning environment where all voices are valued and encouraged to support students' speaking confidence.

#### **External Factors**

External factors in this context are things outside the student's thoughts and feelings that affect their confidence when speaking. These can include the atmosphere in the classroom, how supportive the teacher and classmates are, cultural attitudes toward speaking, and how much exposure the student has to the language outside of class. Based on the questionnaire, this chart illustrates the external factors influencing speaking confidence among secondary school students in both accelerated and regular classes.



Graphic 3 External Factors Influencing Students' Speaking Confidence

#### a. English Material

English materials refer to the resources used for teaching and learning the English language, such as textbooks, workbooks, audiovisual materials, and online resources. As the chart shows, 65.6%, or 40 out of 61 students, claimed that English material can affect their speaking confidence. This finding was further validated during the interviews when the researcher asked, "Why do you consider English material to be a factor influencing speaking confidence?" The students responded:

P7: "I believe English material can greatly influence my speaking confidence. If I am familiar with the material, I will feel more confident speaking English without hesitation."

P8 "When the material is fun and not boring, I'm more likely to speak up."

In conclusion, well-designed and engaging English materials can enhance students' speaking confidence by providing relevant and exciting content, clear instructions, and opportunities for practice and feedback. On the other hand, outdated or poorly designed materials may hinder students' speaking confidence by failing to address their needs, interests, and proficiency levels effectively.

#### b. The English Teacher

The result of observation indicated that students who have supportive and engaging English teachers tend to exhibit higher levels of speaking confidence than those who do not. As the chart shows, 70.5% or 43 out of 61 students claimed that the English teacher can affect their speaking confidence. This finding was further reinforced during the interviews when the researcher asked, "Why do you choose an English teacher to be a factor influencing speaking confidence?" The students responded:

P8: "I feel more enthusiastic and confident when the teacher praises my project. Especially given positive feedback."



P9: "I love it when the teacher is easygoing and humble. Like my pre-service teacher brothers and sisters from last semester. They implemented a lot of games, which made me more confident in speaking English."

Conversely, an ineffective or discouraging teacher may inadvertently undermine students' confidence by not providing a chance to speak English, feedback, or encouragement. The following interview results also support this data.

P4: "In my class, the teacher mostly uses Bahasa Indonesia, which makes me rarely speak English. In other words, I do not have enough chance to speak English. I wish there were more opportunities to speak up and build my confidence in speaking English."

P6: "I do not like it when the teacher is too serious. It makes me afraid to speak."

Conversely, an ineffective or discouraging teacher may inadvertently undermine students' confidence by not providing a chance to speak English, giving feedback, or providing positive and fun encouragement. When asked the same question, another student responded:

P6: "I do not like it when the teacher is too serious. It makes me afraid to speak."

Furthermore, during the observation, regarding language use, English was the primary language in accelerated classes, used by both students and teachers, fostering an English-speaking environment. In contrast, teachers in regular classes mainly spoke Bahasa Indonesia, assuming students' limited English proficiency, leading to more conversations in Bahasa among students. This finding was further reinforced during the interviews when the researcher asked, "Does the teacher in your class use English as the main language?" The students responded:

P4: "In my class (regular class), the teacher mostly uses Bahasa Indonesia, which makes me rarely speak English. In other words, I do not have enough chance to speak English. I wish there were more opportunities to speak up and build my confidence in speaking English."

The researcher believes that the English teacher plays a crucial role in shaping students' speaking confidence through their teaching approach, encouragement, feedback, and support. The researcher believes that emphasizing the importance of frequent exposure to English in the classroom can enhance students' proficiency and improve their speaking confidence. In conclusion, the researcher indicated that a supportive and knowledgeable teacher who provides constructive feedback encourages participation and fosters a positive learning environment, boosting students' confidence in speaking.

### **c. Teaching Method**

Teaching methods refer to educators' strategies and techniques to facilitate learning, such as direct instruction, group work, role-playing, and communicative language teaching. As the chart shows, 57.4%, or 35 out of 61 students, claimed that the teaching method can affect their speaking confidence. This finding was further reinforced during the interviews when the researcher asked, "Why do you consider teaching method to be a factor influencing speaking confidence?" The students responded:

P7: "I love it when the teacher asks us to play a game before studying. Not only because of the cute little gift for those who won, but the game also improved my mood. This will likely make me less nervous to speak more in class."

During the interviews, the researcher asked another question, "Why do you consider teaching method to be a factor influencing speaking confidence?" The students responded:

P6: "Sometimes, I think if the class is too serious, and the tense learning atmosphere makes me doubt to share my opinion."

Effective teaching methods can enhance students' speaking confidence by providing active participation, interaction, and authentic communication opportunities. Conversely, ineffective teaching methods that prioritize rote memorization, passive learning, or teacher-centered instruction may hinder students' speaking confidence by limiting their engagement and opportunities for practice. Therefore, the researcher highly suggests that educators use engaging teaching methods and avoid rote memorization, passive learning, or teacher-centered instruction to enhance student speaking confidence.

#### **d. Learning Media**

Learning media encompasses the tools and resources to facilitate learning, including visual aids, audio recordings, multimedia presentations, and interactive online platforms. As the chart shows, 57.4% or 35 out of 61 students claimed that the learning media can affect their speaking confidence. This finding was further reinforced during the interviews when the researcher asked, "Do you agree that learning media also influences your speaking confidence? Why?" The students responded:

P7: "Yes, I agree that learning media affects my speaking confidence because, like before, Miss. Dinda uses Jamboard to learn tenses, and the class atmosphere becomes very interactive, and many students are active."

P10: "I prefer learning through PowerPoint and videos rather than just reading books."

In conclusion, engaging and interactive learning media can enhance students' speaking confidence by providing multimedia-rich content, interactive exercises, and opportunities for self-paced learning. On the other hand, limited or outdated learning media may hinder students' speaking confidence by failing to capture their interest, address their learning preferences, or provide relevant and up-to-date content.

#### **e. Peers**

Peers refer to classmates and fellow students who interact with each other in the learning environment. As the chart shows, 57.4% or 35 out of 61 students claimed that the learning media can affect their speaking confidence. This finding was further reinforced during the interviews when the researcher asked, "Why do you consider peers to be a factor influencing speaking confidence?" The students responded:

P5: "I feel less confident because I am afraid if my opinion is wrong, then it will be made fun of by my friends because my friends usually laugh at so many things."

P12: "My friend laughs at me when I try to use a British accent. They make me embarrassed. That experience made me think more about whether I want to speak English."

Positive peer interactions can enhance students' speaking confidence by providing opportunities for collaboration, peer feedback, and social support. Conversely, negative peer interactions, such as teasing, bullying, or judgmental attitudes, may undermine students' confidence by creating a hostile or unsupportive learning environment.

#### **f. Learning Atmosphere**

The cleanliness and comfort of the classroom significantly influence the learning atmosphere, which, in turn, affects students' confidence in speaking. As the chart shows, 44.3%, or 21 out of 61 students, claimed that learning media can affect their speaking confidence. This finding was further reinforced during the interviews when the researcher asked, "Why do you consider learning atmosphere to be a factor influencing speaking confidence?" The students responded:

P8: "Well, when our classroom is clean and cozy, it just feels easier to speak up. When everything is neat and comfortable, my mind can focus better, and I feel more confident speaking."

In conclusion, a well-maintained and comfortable classroom fosters a conducive environment for learning, promoting feelings of safety and engagement among students. A clean environment reduces distractions and promotes focus, improving students' ability to concentrate on speaking tasks and enhancing their confidence. Conversely, an untidy or uncomfortable classroom may create distractions and discomfort, potentially undermining students' concentration and confidence in speaking activities.

#### **g. Class Facility**

The class facility significantly influences students' confidence in speaking English. According to data, 44.3% or 27 out of 60 students indicated that class facilities notably impact their English-speaking confidence. During interviews, students emphasized the importance of having modern amenities and resources conducive to language learning. The researcher asked, "Can classroom facilities affect speaking confidence?" For instance, one student mentioned,

P9: "Yes, I do agree with that. Accessing technology like computers and audiovisual aids in the classroom makes me feel more confident in practicing English. It allows for interactive learning and makes the lessons more engaging."

P6: "In my class, the mic doesn't work so it disrupts the presentation."

In summary, well-equipped class facilities promote active participation and confidence-building in English speaking. Students feel more empowered to express themselves when they access resources supporting language learning. Conversely, inadequate facilities or outdated resources may hinder students' confidence and limit their ability to communicate effectively in English.

### **h. Family Support**

The encouragement and support provided by family members significantly impact students' confidence in speaking English. Just as a clean and comfortable classroom can positively influence the learning atmosphere, family dynamics play a crucial role in shaping students' confidence in speaking English. As revealed by data, 23% or 14 out of 61 students acknowledged that family encouragement greatly affects their confidence in speaking English. During interviews, students mentioned how their families encourage them to practice English at home through conversations, watching English-language media, or participating in language-related activities. This finding was further reinforced during the interviews when the researcher asked, "Why do you consider family to be one factor influencing speaking confidence?" The students responded:

P8: "My family always motivates me to speak English, even if I make mistakes. They are patient and supportive, which makes me feel more confident in the classroom."

Another student said,

P9: "My mother always told me to learn English because she said it was essential. I am currently taking the course because of my mother. I feel more confident in speaking English."

In conclusion, a supportive family environment fosters a positive attitude towards learning English and encourages students to practice speaking.

## **CONCLUSION**

In conclusion, the factors influencing students' speaking confidence can be broadly categorized into internal and external aspects. Internally, key influences include learners' personality traits, self-esteem, language proficiency, and previous experiences with speaking tasks. Externally, factors such as the quality of English materials, the effectiveness of the English teacher, teaching methods, learning media, peer interactions, and the overall learning environment contribute significantly to students' speaking confidence. Among these, self-esteem and language proficiency emerge as dominant internal factors, where students with higher self-esteem and better language skills tend to display greater confidence in speaking. Additionally, the teacher's role and the learning atmosphere are crucial external factors, as a supportive teacher and a positive classroom environment can considerably enhance students' confidence.

Secondly, environmental factors within the school setting, including classroom atmosphere, teacher support, and peer interactions, were critical to speaking confidence. A positive and supportive classroom environment, characterized by encouraging teachers and collaborative peer dynamics, significantly enhances students' confidence in speaking. Thirdly, opportunities for structured speaking practice, such as presentations and group discussions, are essential for developing speaking confidence. Regular and varied speaking activities give students the practice they need to improve their skills and build confidence. The study also highlighted the disparities between accelerated and regular classes. Students in accelerated classes generally showed higher levels of speaking confidence, which can be attributed to more rigorous academic challenges and more significant support mechanisms in place. In contrast, students in regular classes often faced more significant obstacles, including a lack

of confidence from lower academic expectations and less structured speaking practice. The difference emphasizes the value of a supportive and resource-rich learning environment in helping students gain confidence in speaking English. Accelerated students benefited from a learning environment that encouraged the daily use of English and gave several opportunities for active engagement. On the other hand, regular students encountered challenges that slowed their progress toward building speaking confidence.

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