

# An Analysis of Non-English Department Students' Confidence in Speaking English

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## Abstrak

Berbicara bahasa Inggris penting bagi mahasiswa karena membantu mereka mengembangkan soft skill yang akan membantu mereka mendapatkan pekerjaan di masa depan. Berbicara adalah proses interaktif konstruksi makna yang meliputi penciptaan informasi, penerimaan, dan pengolahan. Penelitian ini bertujuan untuk mengetahui persepsi kepercayaan diri mahasiswa jurusan non bahasa Inggris dalam berbicara bahasa Inggris. Selain itu juga untuk mengetahui faktor-faktor yang mempengaruhi kepercayaan diri mereka dalam berbicara bahasa Inggris. Penelitian ini menerapkan pendekatan metode campuran pada Mahasiswa non-Bahasa Inggris di salah satu universitas swasta di Yogyakarta. Pengumpulan data dilakukan melalui observasi, wawancara dan kuesioner. Hasil penelitian menunjukkan bahwa persepsi siswa memperoleh kualifikasi kepercayaan diri sedang ketika berbicara bahasa Inggris; dengan kerelaan keterlibatan sebagai aspek kepercayaan diri tertinggi yang dimiliki siswa. Sedangkan pengaruh kepercayaan diri mahasiswa jurusan non Bahasa Inggris dalam berbicara Bahasa Inggris sebesar 72,3% dari aspek faktor mahasiswa.

**Kata Kunci:** Percaya Diri, Keterampilan Berbicara, Mahasiswa Jurusan Non Bahasa Inggris

## Abstract

Speaking English is important for university students because it helps them develop soft skills that will help them acquire a job in the future. Speaking is an interactive process of meaning construction that includes information creation, reception, and processing. This study aimed to determine the perception of non-English department students' confidence in speaking English. It was also to find out factors influencing their confidence in speaking English. The research applied mixed-method approach to non-English Department Students in one private university in Yogyakarta. The data were collected through observations, interviews and questionnaires. The result revealed that the students' perception obtained medium qualification of confidence when speaking English; with willingness engagement as the highest aspect of confidence the students had. Whereas, the influence of non-English department students' confidence in speaking English were 72,3% from the aspect of students' factors.

**Keywords:** Confidence, Speaking Skills, Non-English Department Students

## INTRODUCTION

The importance of speaking English for university students is related to the soft skills that can help them to get a future job. According to Handayani (2016), the use of other languages, particularly English, has transformed from a luxury to a requirement in many areas as a result of globalization. English has become a global language and is regarded as the language of business. Professionals with a mastery of English are increasingly required to work in particular roles and on a global scale English is commonly spoken in countries that hold considerable economic and cultural influence. Over time, it has emerged as the primary language not just for international interactions, but also for important domains such as business, education, healthcare, scientific research, technology, and law.

Speaking is an interactive meaning formation process of producing, receiving, and processing of information. Based on Tarigan (2008), speaking is the capacity to produce clear and coherent sounds or words to communicate and convey thoughts, ideas, and emotions is referred to as the ability to articulate language. Speaking is an ability that has an important role in everyday life, through speaking we are able to communicate and convey information directly. Therefore, speaking is related to language being the primary source of communication. According to Sudaryono (2013), language serves as a powerful tool for communication despite its inherent limitations, leading to the potential for misunderstandings due to these imperfections.

In those words, there were two non-English departments in one private university in Yogyakarta which the graduates' profiles require the students to be proficient in speaking English in order to pursue their future careers. The departments are Psychology and Communication Science Department. Psychology Department at the undergraduate level has several Graduate Learning Outcomes (GLOs) are formulated based on graduate profiles namely Assistant Psychologist, Staff or Managers in Human Resources, Consultant Staff in the Field of Psychology, Lecturer, Counselor, Community Development Designer and Facilitator, Research Assistant, Facilitator and Motivator in Training Programs, Psychological Test Administrator, Independent Business Performer. Therefore, for the graduates' profiles of Communication Science Department are as Communication Practitioner including Public Relation and Marketing Communication and Advertising. Therefore, it can be said that the speaking skills are main aspect of its role.

Based on non-direct observation through zoom video recording in a class, the students tended to be inactive if they were not asked to share their opinion. Despite that, their speaking skills were pretty good. It was heard when the lecturer asking one by one to answer a question that had already been provided. When they were given the questions that had been shown and given time to answer, they seemed enthusiastic, but when being asked to speak up about their opinions, they remained silent. It could be concluded if they were good at speaking in English, but there were factors that related to their confidence in speaking English in the class.

According to Lauster (2012), having self-confidence is an attitude or feeling of trust in one's talents such that the person is not overly anxious when acting, is free to do what he wants to do, and is in charge of everything. Commonly, confidence is assumed that someone is capable of doing everything with the ability they have. Griffie in Husna (2021) offered an explanation regarding the three pillars of self-confidence when speaking English. The first pillar involves assessing one's abilities, including mastery of grammar, vocabulary, and pronunciation. The second pillar relates to assurance, which involves feeling secure and comfortable while communicating in English. Lastly, the third pillar revolves around willing engagement, which refers to an individual's enthusiasm for speaking English fluently, like a native speaker. Horwitz in Norliani & Makhtuna (2017) propose that language study poses a significant risk to an individual's self-concept, more so than any other academic field. They contend that any performance in a second has the potential to undermine a person's perception of themselves as a competent communicator, potentially leading to feelings of embarrassment. Self-concept encompasses the entirety of an individual's thoughts, perceptions, beliefs, attitudes, and values concerning their own identity as an object of reference.

The first previous study was conducted by Nadila, Hengki and Ratna (2020) with the research entitled *Self Confidence Factors of Students Speaking English in Banjarmasin*. The objective of this study was to determine the elements that contribute to the students' lack of self-confidence when speaking English, as well as to identify the primary factor that leads to their lack of confidence in speaking English among the 8th-grade students of MTs Noor Aini Banjarmasin. The researcher learned from the experience of students in the English class that the students faced lack of confidence in speaking English. They continued revealing that lack of English knowledge could contribute to their lack of self-confidence.

The second study entitled *Factors Affecting EFL Learners' Confidence in Speaking English at the MEC English Course Banjarmasin*, was conducted by Fatmawati, Haura, and

Supiani (2020). The purpose of this study was to investigate the factors influencing English language confidence among students learning English as a foreign language (EFL) at an English course in Banjarmasin. Specifically, the research aimed to explore the students' perspectives on the factors that can enhance self-confidence in an English learning environment. As the results, there were six factors could impair students' confidence in learning English. The factors included the fear of speaking in front of the class, being laughed at by classmates, incomprehensible input, students' attitudes about language acquisition, instructor personality, and a lack of preparation.

The third previous study entitled *The Influence of Students' Pronunciation and Self Confidence on Their Speaking Ability* was conducted by Husna (2021). This study aimed to examine the correlation between several factors, including students' pronunciation and speaking ability, students' self-confidence and speaking ability, as well as students' pronunciation, self-confidence, and speaking ability. The participants of this study enrolled in the English Education program at one state university in Semarang. In conclusion, the research showed that both pronunciation and self-confidence are important in determining students' speaking skills. Furthermore, in this research, the researcher aimed to know: (1) What are non-English department students' perception on confidence in speaking English? and (2) What are factors influencing non-English department students' confidence in speaking English?"

## METHOD

This research used a mixed-method approach. Mixed methods research, according to Creswell and Clark in Nurhaliza and Sari (2023), is a research design (or methodology) in which the researcher gathers, analyzes, and combines (integrates or connects) both quantitative and qualitative data in a single study or a multiphase program of inquiry. In this method, the researcher serves as the instrument and utilizes data collection techniques and qualitative analysis to emphasize the significance and meaning of the research. This study aimed to gain a general understanding of social reality from the participant's point of view. A qualitative method was used to find what is their opinion and feeling about the study experience of English learning. According to Sugiyono (2018), quantitative data are used to draw conclusions based on positivist (concrete data) research data in the form of numbers measured using statistics as a computational testing tool. It is a research method that relates to the problem under study. The research's discoveries were in mixed-methods. A combination of observations, interviews and questionnaires used to get the data. Description and statistics of the research participants' interviews and questionnaires served as the data sources. The information was utilized to determine their level of confidence in speaking and what factors influenced their confidence in speaking English.

Widoyoko (2014) stated that observation is systematic observation and recording of the elements that appear in a symptom in the object of research. The speaking process was observed in the students at the University by using a zoom video during English subject class. The observation was used to monitor the student's speaking process. Sugiyono (2016) stated that interviews served as a data collection method when researcher aimed to conduct an initial study to identify the problems requiring investigation, as well as when they seek to gain a deeper understanding of the respondents' perspectives.

The questionnaire instrument consisted of two sections A and B. A section consists of 12 questions about the self-confidence in speaking and B section is 10 questions about what factors may affect their self-confidence in speaking. This questionnaire produced the data and provided into a statistical percentage and explained in order to find out the students' perception qualification on confidence in speaking English and which factors that impact their confidence in speaking English. The questionnaires were distributed to 31 Non-English Department Students in one private University in Yogyakarta state. There were 20 students of Communication Science Department consisting of 10 female and 10 male students and 11 students of Psychology Department consisting of 11 female students.

This research used Semi-structured interview. A semi-structured interview is a type of interview where the researcher first asks structured questions and then gradually deepens the

questions to obtain more detailed information about the research topic of interest (Arikunto, 2010). The researcher employed the interview guideline to assist in gathering data regarding the efficacy of the actions. Interview transcripts served as the final product of the interviews.

The researcher interviewed seven students about their confidence in speaking, as well as video observations and filling a questionnaire which produced qualitative and quantitative data that were examined descriptively. The data were processed in four steps. The first step were data collection and timing. The second step were data reduction and analysis. The data were simplified and selected to summarize and paraphrase the interview transcript. The third step was data display. Therefore, the data which had already been reduced could be processed and organized. The display data were in the form of text, statistics percentage, interview transcript; descriptively. The last step was a conclusion. The conclusion was drawn by the result of students' interview transcript and questionnaire with the percentage of the students' perception qualification on their confidence in speaking English.

## FINDING AND DISCUSSIONS

### The Non-English Department students' perception on the confidence in speaking English

Based on the results of the observations, interview and questionnaire, the researcher found out what student perceptions of confidence in speaking and what the most influenced factor toward the confidence in speaking. The students' perception on the confidence in speaking English was indicated through three aspects including the ability, assurance, and willing engagement to speaking English Griffie in Husna (2021). Through the observations by recorded zoom video in a class, they look confident in speaking English if they were given time to answer the questions related to their readiness on their own. According to Hendriana in Husna (2021), students need to create arrangements for expressing themselves in order to build self-confidence.

Stated on the results of the questionnaire the aspects of willing engagement 100% as to have a future opportunity career from speaking English. They thought it had a big beneficial on their future life, because English were being common language to communicated, it can be seen in Table 1.

**Table 1. Students' Perception on Confidence in Speaking English (Adopted from Griffie cited in Husna, 2021)**

Statement	Agree	Disagree
I like to speak English.	90.6%	9,4%
I think learning English is very important when I want to speak English fluently.	96,9%	3,1%
I think to speak English fluently, I can speak English without mastering the aspect of speaking.	43,8%	56.2%
I find it easy to imitate the pronunciation spoken by the lecturer in speaking English.	31,3%	68,8%
I always look up how to pronounce a word in the dictionary when I come across new word that is in a book.	21,9%	78,2%
I like to discuss English with a friend.	72,1%	28,2%
I feel happy when speak English.	84,4%	15,7%

I get comfortable when speak English.	71,9%	28,1%
I would like to use some English words when explaining something to a friend	81,3%	18,7%
I can share my opinion in English with a lecturer or a friend.	34,4%	65,6%
I will study English to support my ability to face future jobs.	100%	0%
I believe I will be a person who can speak English fluently in front of many people in future.	100%	0%

Table 1 clearly showed that their perception of speaking English as a future opportunity is highly encourages them to mastering English speaking. The percentage was indicated by their tendency in improving their speaking English for a future job (100%), as well of their belief to pursue their fluency to speaking in front of many people in a future (100%). By considering learning English in Advance, it led them to speaks English fluently (96,9%). According to Handayani in Andayani (2022), the use of foreign languages, especially English, has advanced from a luxury to a necessity in every aspect of productive sectors.

While speaking English, the interview revealed more profound information about their desires. Although the majority of them acknowledged to appreciate speaking English, there are a number of factors that affect their confidence when speaking. Among them include their capacity for understanding language, the style of lecturer utilized during explanations, and the pressure they receive from their peers.

The following words provided further context for the students' opinions with reference to how well they perceived their confidence in speaking from Participant 1, 5 and Participant 7.

**Excerpt 1.**

*"I didn't like speaking English that much, but I think if English is important. I enjoy a lot learning a new vocabulary through listening music in English. I feel my English is still basic, I found it hard to catch up the English learning using online learning platform than face to face classes. I can't understand the explanation when the signal connection is bad or when the teacher are too fast when speaking."* (Participant 1/ Interview on July 21, 2023)

**Excerpt 2.**

*"I like to speak English. I think about join English speaking community while a semester holiday. I often think my friend ability is better than mine. I wonder to mastering the aspects of speaking so I can be confidence in speaking English. I think can speaking English is so significant for a future life."* (Participant 5/ Interview on July 21, 2023)

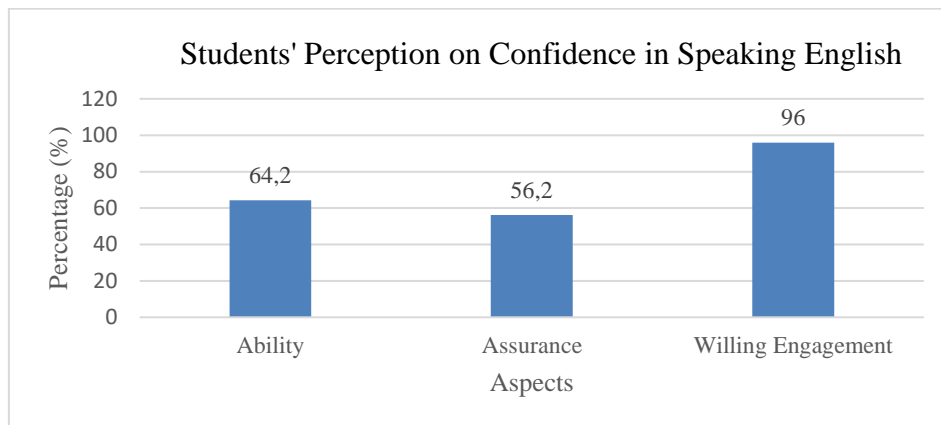
**Excerpt 3.**

*"I like speaking English so much. I think English is very important to pursue my career in the big company. I've been once joined English speaking community for 3 months. I didn't mind of peers better abilities and laughing at me, because I think we still learning so it doesn't matter to making a mistake."* (Participant 7/ Interview on July 22, 2023)

**Interview transcript 1.**

Regarding the interview, it could be concluded if they were motivated to fluently speaking English, is regarding by their statement of English is important especially for future opportunity they might face. The tendency of this were made them like to engage with English language especially for speaking skills. According to Usmonov in Sudarmo (2021), both students and members of the general public need to master these foreign language abilities in order to communicate effectively in English, particularly during study and work-related activities.





**Picture 1. The mean percentage for aspects of confidence in speaking English**

Picture 1 revealed that the average percentage of students' perception of self-confidence in speaking. It could be measured by the three aspects that related to their confidence in speaking as it, ability, assurance and willing engagement. The aspect of ability reached 64,2% which define as a medium. The aspect consisted of the mastery of grammar, vocabulary, and pronunciation. The aspect of assurance reached 56,2% considered as a medium. Its aspect involved feeling secure and comfortable while communicating in English. Lastly, the third aspect revolved around willing engagement reaching the highest until up to 96% referring to an individual's enthusiasm for speaking English fluently to get a chance for future career is referred as high. The majority of non-English department students seemed to enjoy and be interested in the English language. However, they were frequently lack of confidence as a result of their poor speaking skills, including vocabulary, grammar, fluency, and pronunciation. They thought that the explanations provided by the speaker or lecturer had a big impact on their comprehension and confidence. They had a really positive perception to English since it helped them find prospects for the future.

**The factors influencing non-English department students' confidence in speaking English**

**Teachers' Factors**

Based on the results of the questionnaire, it was determined that the teacher had an impact on 52.5% of the students' self-confidence. Speaking in front of the class was one of the teacher-related aspects; where most of them experienced anxiety when required to do so. They acknowledged to be concerned about speaking errors and experiencing embarrassment when the teacher was listening to them, it can be seen in Table 2.

**Table 2. Teachers' Factors Influencing Students' Confidence in Speaking English**

Statements	Agree	Disagree
I am not confident when speaking English in classroom.	74,9%	25,1%
I am not confident speaking English because since the beginning I did not understand what my English teacher explained when speaking English.	31,3%	68,7%

*(Adopted from Nadila, Hengki, Ratna, 2020)*

Table 2 clearly showed that the teachers' factors influencing their confidence in speaking. The percentage was indicated by their tendency to anxious when have to speak in front of the classroom (74,9%). As well, they stated understand of what lecturer had explained, yet afraid of making mistake while speaking English (31,3%). According to Horwitz, as reported in Januariza and Hendriani (2016), feeling anxious about speaking a specific language might have a negative impact on students' performance. The anxiety might influence the quality of their spoken language, making them sound less fluent than they are.

The following words provided further context for the students' opinions with reference to what are the factor influence in their confidence in speaking English from Participants 2 and Participants 7.

*Excerpt 4.*

*"I like speaking English and very interested in English language. I want to speak English fluently, but I feel more nervous if I have to speak in front of the class."* (Participant 2/ Interview on July 21, 2023)

*Excerpt 5.*

*"I didn't mind of peers better abilities and laughing at me, because I thought we still learning so it doesn't matter to make a mistake. I'll be more worries if I have to speak in front of my lecturer, because I thought they might judge my ability in speaking English."* (Participant 7/ Interview on July 22, 2023)

Based on the findings of the interviews, they acknowledged that speaking in front of the class makes them more anxious, particularly if they had to address a bigger audience that includes individuals outside their classmates. However, several students also indicated that they do not feel anxious when speaking in front of the class and that they were confident since they had prepared and practiced speaking before doing so. They thought that speaking in front of the class can help them develop their confidence in their English-speaking abilities. Students sometimes experience worry or even panic when speaking in a foreign language in front of other students, according to Horwitz in Mely, Raudhatul, & Supiani (2020).

In addition to the teacher speaking in front of the class, other difficult-to-understand input includes the teacher's ambiguous explanations, which cause students to become confused and struggle to understand English teachings. Horwitz (2006) asserts that communication anxieties appear as difficulty hearing or understanding spoken messages. They believe that the teacher's rapid speech and usage of unfamiliar vocabulary erode their confidence when participating in the lessons. When explanations were not given that were compatible with their level of comprehension, people become uncomfortable and were unable to properly comprehend the content. Students understand that the teacher's actions and personality had an effect on their speaking confidence after taking into consideration of the two previously mentioned aspects. They worry that the teacher would harshly correct them when they speak. However, students discover that a teacher's warm attitude and constructive criticism are vital in helping them gain speaking confidence.

### **Students' Factors**

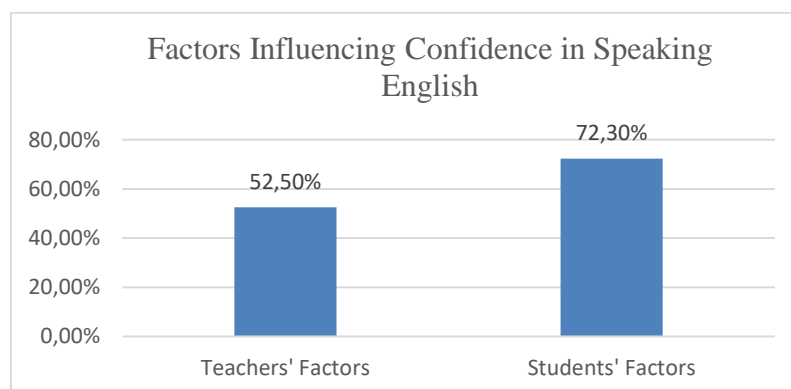
According to the data, there are 72.3% of students' factors, which could be broken down into 34% owing to peer pressure and 38.75% due to lack of preparation. Student's factors indeed their comprehensive of particular aspects of speaking such a vocabulary, fluency, pronunciation and grammar which had a substantial impact on the research's findings, it can be seen in Table 3.

**Table 3. Factors from Students (Adopted from Nadila, Hengki, Ratna 2020)**

Statement	Agree	Disagree
I am not confident speaking English because I do not master English vocabulary.	68,7%	31,3%
I am not confident speaking English because I feel lack of English pronunciation.	68,8%	31,2%
I am not confident speaking English because I do not know English grammar as well.	71,9%	28,1%
I always think that my classmates' English speaking skills are better than mine.	78,2%	21,8%
I feel very awkward when speaking English in front of the class.	71,9%	28,1%
I am afraid of being laughed by classmates when I speak English.	65,6%	34,4%
I feel nervous when my English lecturer asked me question that I have not prepared or learned before.	84,4%	15,6%
I feel ashamed to speak English and no one of my classmates understand what I am saying.	59,4%	40,6%

Table 3 clearly showed that the students' factors influencing their confidence in speaking. The percentage was indicated by the worries they had feel when have to answer a sudden question without any preparation (84,4%). As well, their peers' superior speaking abilities, makes them feeling inferior (78,2%). According to Horwitz as reported in Januariza, and Hendriani (2016), feeling anxious about speaking a specific language might have a negative impact on students' performance. The anxiety might influence the quality of their spoken language, making them sound less fluent than they are. Laine in Maulida & Faida (2022) defined self-concept as the entirety of an individual's views, insights, principles, attitudes, and values about oneself as an object.

The students' lack of preparedness, which accounts for 38.75% of the student components, is the main cause. They are reluctant to speak English because of issues with fluency, pronunciation, grammar, and vocabulary. They think that their lack of proficiency in these areas is due to the fact that they have not yet been accustomed to using English on a regular basis. They frequently have the want to talk but refrain out of concern that they would not be precise or would not say things correctly.



**Picture 2. Factors Influencing Confidence in Speaking English**



## CONCLUSION

Based on the results, each aspect of confidence in speaking as an ability reach 64,2%, assurance 56,2%, and willing engagement 96%. Their perception of confidence in speaking is qualified as a medium. The results showed, that the teachers' factors provides 52.5% related to the elements impacting students' self-confidence and the students' factors are responsible for 72.3% of the outcomes. The students' lack of preparation are the highest factors increasing their anxiety in speaking English.

To improve students' preparedness and confidence in speaking English, teachers need to allocate more practice time and provide a comparable knowledge of each student's language ability, particularly in speaking abilities.

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