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THE EFFECT OF CONFIDENCE ON ENGLISH SPEAKING SKILLS DURING CLASSROOM PRESENTATION

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Abstract: Self-confidence is considered essential for successful communication as it allows students to interact naturally, express ideas clearly, and reduce anxiety when speaking in public. Despite the fact that speaking is an extremely vital ability, many students struggle to communicate properly because they lack confidence. This study aims to find out how students' self-confidence impacts their ability to communicate in English during class presentations.. This study employed a quantitative correlational design with 19 sixth semester students from PGRI Silampari University's English Education Study Program. A ten-item Likert scale questionnaire about speaking abilities and self-confidence was used to gather data, and it was distributed via Google Forms. The average scores for speaking abilities and self-confidence were 3.35 and 3.32, respectively, indicating a modest level. The correlation coefficient ($r=0.51$) indicates a moderately positive relationship between speaking abilities and self-confidence. This suggests that more confident students typically talk more effectively in class. We may conclude that students' speaking performance is significantly impacted by their level of self-confidence. By providing additional speaking practice and fostering a positive learning atmosphere, lecturers can help students gain confidence. Future studies are advised to examine additional psychological factors that influence speaking proficiency. Additionally, lecturers should include confidence-building techniques in their lesson plans to help students communicate better, particularly when speaking English.

Keywords: *Confidence, speaking ability, English presentation, correlation, classroom performance*

INTRODUCTION

One of the most important English language skills that students need to develop is speaking. Speaking is regarded as the most crucial ability in learning a foreign or second language, claims Rao (2019). It plays a central role among the four main language skills. Dilobar (2022), emphasized that speaking is one of the most important abilities that should be cultivated and enhanced for efficient communication. Leonita et al. (2023) explained that students with strong speaking abilities can articulate their thoughts clearly, communicate effectively, pronounce words correctly, and construct sentences grammatically. Speaking English facilitates social interaction, job progress, and academic performance, according to Sevinch (2025). Therefore, English speaking skills must be developed comprehensively during the classroom learning process, as they not only reflect students' language ability but also build their confidence and active participation in communication.

Lecturers should create a learning environment that promotes active participation and encourages students to communicate confidently to support the development of students' speaking skills. Despite this, many students face difficulties communicating in English in real life, especially when giving presentations in class. Wahyudi (2025) states that English speaking difficulties are not only experienced by students with limited abilities, but also by students who have good academic performance but cannot speak fluently. The level of self-confidence is often the cause of this problem. Permatasari (2024) states that students' confidence in public speaking is essential for academic progress and communication success. Asnaini et al. (2025) explained that several factors influence EFL students' self-confidence, including language ability, social support, vicarious experience and personal psychological traits. All of these affect their perception of their own speaking ability. Students who have higher levels of independent learning tend to have better speaking skills, according to Ni'mah et al. (2025). Simanjuntak and Simanjuntak (2025) state that because of good communication skills, students who speak English confidently tend to build better relationships with their classmates.

Self-confidence is one of the main problems students face when speaking in class. Many of them have good vocabulary and grammar, but they are still nervous to speak in front of the class. They may whisper, avoid eye contact, or simply read from their notes without expressing personal ideas. This behavior reflects their insecurity. One of the most frequent barriers during speaking activities, according to Sandikin and Ardhana (2025) is a lack of confidence. When asked to participate in speaking tasks in English, students tend to be silent, give vague answers, or not speak at all. Gobena (2025) identified two main psychological problems that contribute to poor English speaking performance in students. He found that lack of self-confidence accounted for about 88% of the reported problems. Lack of motivation and lack of self-confidence also contributed. Similarly, Sinaga et al. (2020) found that students often experience physical symptoms of anxiety, such as rapid heartbeat and sweaty palms,

when speaking in English in front of others. Their ability to communicate well and clearly is hindered by these psychological barriers.

Therefore, confidence is an important component that affects students' ability to communicate with others in English when speaking in class. Confident students tend to speak more fluently, organize their ideas better, and interact with their audience better. These abilities are especially important for academic speaking tasks such as presentations, which require mental preparation in addition to language skills. Issues of self-confidence must be addressed to ensure that students can speak confidently and perform effectively.

The purpose of this study is to find out how students' self-confidence affects their ability to speak in English when speaking in class. The focus of this research is students who are in the sixth semester of the English Education Study Program at PGRI Silampari University. Specifically, the purpose of this study was to find the relationship between students' self-confidence and their ability to communicate in English in a clear and effective manner in an academic environment. This research also studied the common speaking problems that students face due to lack of confidence and how this affects their performance in the classroom. The study was driven by the following question: "How does students' self-confidence affect their English speaking performance during classroom presentations?" The purpose of this study is to provide lecturers and students with valuable information on how to improve their speaking ability and foster greater confidence in communicating in the classroom. In order to address this issue, lecturers should consider the psychological aspects of their students and incorporate confidence-building techniques into their lessons. They should also create interactive speaking activities, such as group discussions and presentations, to provide students with more opportunities to practice speaking English in a safe and supportive environment.

METODOLOGI

Research Design

This study used a quantitative correlational research design to find out the extent to which self-confidence affects students' English speaking abilities during classroom presentations. Wulandari and Handayani (2022) supported this design and found that there is a significant correlation between self-confidence and students' speaking abilities

Research Subject

19 students from sixth-semester English Education Study Program students at PGRI Silampari University served as the research subjects. Purposive sampling was used to choose the sample, with an emphasis on students who had enough experience giving presentations in class.

Data Collecting

A questionnaire with ten statements on a Likert scale was used to gather data. Speaking ability www.publicresearchstudy.my.id/index.php/TGES

and self-confidence were the two primary categories into which the questionnaire was separated. Every question assessed students' opinions of their speaking proficiency and degree of confidence, particularly in relation to presentations in the classroom. The survey was disseminated online using Google Forms to ensure respondents' anonymity and ease of access.

Data Analysis

Correlational statistics were used to examine the acquired data. Each respondent's speaking ability and self-confidence scores were average. Pearson to determine the link between the two variables, product-moment correlation was employed. The degree and direction of the association were then assessed by interpreting the results.

RESEARCH RESULT

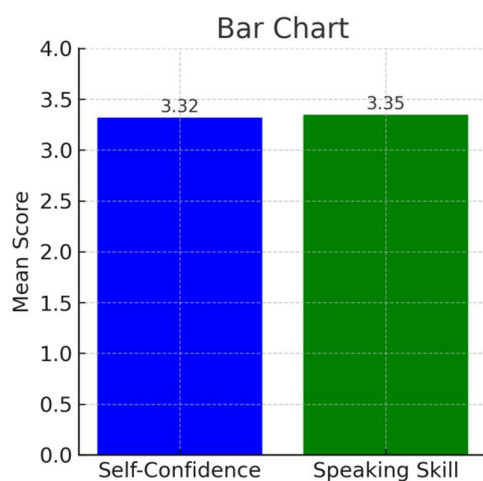
Finding

Program at PGRI Silampari University have a moderate level of self-confidence and speaking skills. With an average score of 3.32 for the self-confidence variable and 3.35 for the speaking skill variable, students on average feel quite confident when asked to speak in front of the class. Pearson Product Moment To assess the relationship between these two variables, correlation was employed. It falls into the category of medium positive correlation, according to the correlation coefficient (r) of 0.51. This suggests that pupils tend to speak English more fluently as their self-confidence grows. The data-generated scatter plot, which displays an ascending trend line, supports this conclusion by showing that students who are more confident typically speak English more coherently and fluently.

Table1. Mean Score of Variables

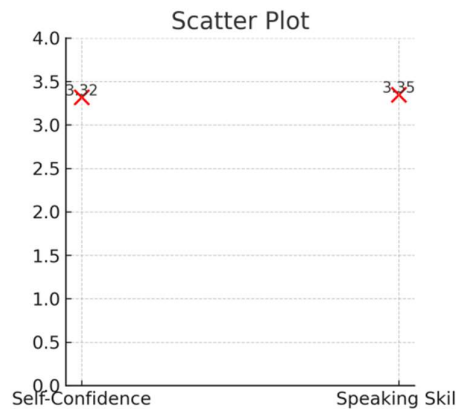
Variable	Mean Score
Self-Confident	3.32
Speaking Skill	3.35

Figure1. Bar Chart of Mean Score



This bar chart compares the mean speaking and self-confidence scores of the 19 students who took part in the study. On a five-point Likert scale, the chart shows that the mean values for both categories are the same, with speaking ability at 3.35 and self-confidence at 3.32. This demonstrates that, on average, the students' self-confidence and English-speaking proficiency are modest and fairly balanced. Enhancing students' self-confidence is likely to have a good effect on their capacity to talk in class, as the bar chart clearly illustrates the numerical findings.

Figure2. Scatter Plot of Self-Confident and Speaking Skill



Based on the findings of the questionnaire, this scatter plot displays the distribution of the students' speaking and self-confidence scores. Each point on the figure represents the average score of the students for both factors. The visible trend line pointing upward indicates a somewhat positive connection ($r = 0.51$), according to statistical analysis. This implies that when speaking in class, pupils who are more self-assured typically have superior speaking abilities. This trend indicates that pupils who are more confident are more likely to communicate well with the audience, speak more fluently, and arrange their thoughts clearly. Overall, the scatter plot provides unmistakable visual proof that students' capacity to communicate effectively in academic English contexts is positively connected with their level of self-confidence.

Discussion

The study's findings unequivocally demonstrate that students' capacity to communicate in English in class is moderately improved by self-confidence. The mean scores for speaking skills (3.35) and self-confidence (3.32) showed that students felt somewhat confident overall, although both still need work to become more clear and fluent. The Pearson correlation value ($r = 0.51$), which indicates a somewhat positive association between the two variables, supports this finding. In other words, pupils' speaking abilities typically improve as their self-confidence does. This finding is in line with Wulandari and Handayani's (2022) assertion that students' speaking performance and self-confidence are strongly correlated. Similarly, Permatasari (2024) discovered that pupils who are confident are more likely to speak up and

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share their thoughts. According to Simanjuntak and Simanjuntak (2025), pupils who are confident are better able to communicate and form stronger bonds with their peers, both of which lead to an improvement in their language proficiency.

These findings imply that educators should take into account pupils' psychological needs in addition to linguistic ones like vocabulary and grammar. With some useful techniques, students can improve their speaking abilities and gain confidence. These include organizing engaging exercises, fostering a positive learning environment, and pushing pupils to speak up more often.

CONCLUSION

It is clear from the findings and discussion that students' self-confidence significantly affects their ability to communicate in English during class presentations. Students who are more confident tend to communicate more fluently, organize their thoughts more effectively, and engage with the audience more easily. This study's ability to highlight the psychological aspect of language acquisition—which is sometimes disregarded—is one of its strong points. However, this study's small sample size and restriction to a single university program make generalization challenging. It is advised that future studies examine the impact of additional psychological factors, such as drive and anxiety, on speaking skill using a bigger and more varied sample. Furthermore, it is recommended that future studies look at useful strategies that educators might employ to help kids feel more confident in a variety of classroom settings.

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