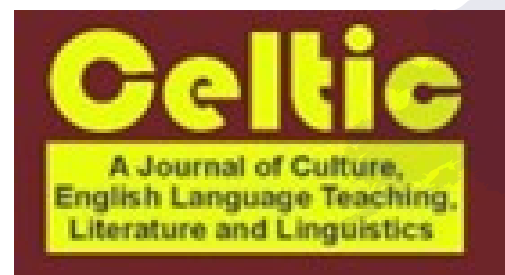


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# EXPLORING THE LEVEL OF SELF- CONFIDENCE AMONG STUDENTS WITH DIFFERENT SPEAKING PERFORMANCE

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# INTRODUCTION

## Common challenges faced by students in speaking English

- Linguistic factors (limited vocabulary, lack of pronunciation, struggle with grammar and fluency) (Maji, 2022)
- psychological factors (lack of confidence, fear making of making mistakes, anxiety, low bravery) (Murti & Jabu, 2022)

## The role of self-confidence in speaking performance

- speaking does not only involve knowledge, but also psychological aspect
- without self-confidence students will not have bravery to speak to others and low desire to accomplish something (Hasan, 2020)

## The relationship between self-confidence and speaking performance

- Having high self-confidence does not determine that their speaking performance is good or have high score in speaking (Kutub, 2019 and Audina, 2016)
- the students would communicate well if they have high self-confidence (Aulia and Apoko, 2022)

## RESEARCH QUESTION

How does self-confidence vary among students with different levels of speaking performance?

## RESEARCH OBJECTIVE

To analyze the variation in self-confidence among students with different speaking performance levels.  
To understand whether high confidence guarantees better speaking performance

# RESEARCH METHODOLOGY

Qualitative Research – Phenomenological Design

## DATA COLLECTION

- Classroom Observation
- Reflective Journals
- Semi-structured Interview

## PARTICIPANTS

- 4 students from TEXAS English Course (2 male, 2 female).
- All at CEFR A2 Elementary Level but with varying confidence and speaking performance.



# PARTICIPANTS PROFILE

Student	Gender	Education Level	Speaking Performance	Self-Confidence
Student A	Male	Junior High School	High	Low
Student B	Male	Junior High School	Medium	High
Student C	Female	Senior High School	Low	Moderate
Student D	Female	Senior High School	High	High

# FINDINGS

## Observation Results

- Many students felt shy and nervous when speaking English.
- Some avoided eye contact or read directly from notes.
- Fear of making mistakes was a major concern.

## Interview Results – Students with low self-confidence

- Nervous about speaking in front of others.
- Hesitated due to limited vocabulary.
- Anxiety about making mistakes.

## Interview Results – Students with high self-confidence

- Regular practice increased comfort.
- Support from teachers and parents.

# DISCUSSION

Confidence does not always determine speaking performance.

- Some high-confidence students still received low scores.
- Some low-confidence students performed very well.

Psychological and linguistic factors must work together for effective speaking.

Regular practice, motivation, and a supportive environment are key to improvement.

# CONCLUSION

**Students with low self-confidence can achieve high scores in speaking performance, while high self-confidence does not guarantee a high score. Students with high self-confidence may still receive a low score, despite their strong belief in their abilities.**





**THANK  
YOU**

