

Vocational Students' Self-Confidence and Speaking Skills: Correlation and Supporting Factors

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ABSTRACT

This research aims to examine the correlation between students' self-confidence and speaking skills and identify the underlying students' perceived factors associated with students' self-confidence in speaking skills among the tenth-grade students of TJKT program at SMK Muhammadiyah Sampang Cilacap. This research used a mixed-methods approach with questionnaires, speaking tests, classroom observations, and interviews as the data collection techniques. For the sample, this research involved 41 10th-grade TJKT students based on purposive sampling from the total population of 342 students. The data analysis used in this study involves the Pearson product-moment correlation with the help of SPSS version 27, as well as thematic analysis to identify themes derived from the collection of interview data and observations regarding students' confidence in speaking skills. The findings of this study indicate that the correlation coefficient between variable X (Students' Self-Confidence) and variable Y (Speaking Skills) is $(0.448) > r_{\text{table}} (0.308)$ with a significance value (2-tailed) of $0.003 < 0.05$. It indicates that the null hypothesis (H_0) is rejected and the alternative hypothesis (H_a) is accepted, indicating a significant positive correlation between speaking skills and student confidence, and the underlying students' perceived factors associated with students' self-confidence in speaking skills among the tenth-grade students of TJKT program at SMK Muhammadiyah Sampang are students' psychological aspects, speaking competency, the impact of social environments, and the learning system.

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1. Introduction

The first step to communicating with each other is by speaking. That is one of the reasons speaking is essential for every person moreover, speaking English (Aini et al., 2022). Within the four key language skills, speaking is considered to be the most essential skills in learning a foreign or second language (Rao, 2019). By mastering speaking skills, students will easily express what is in their minds, communicate well with friends and teachers, and make discussions seamless. Students can also communicate their opinions when the teacher asks them about current learning.

To be able to master the four aspects in English, teachers must provide effective strategies and methods for students to learn English (Dwinalida & Setiaji, 2020), especially speaking (Bouzar, 2019). According to Ur (2000), cited in Murti & Jabu (2022), three strategies teachers can use to help students learn English, especially speaking, such as using group work, basing the activities on simple words, and giving some instruction or training in discussion skills. Teachers are expected to use greater creativity in encouraging students' excitement for speaking, since teachers possess access to diverse resources that outline techniques, methodologies, and activities designed to enhance student motivation in learning English, particularly in speaking skills.

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In Indonesia, English has become a significant component of the educational curriculum, particularly in junior and senior high schools, with some institutions mandating English language learning for students. Teachers teach the four main English language skills, such as speaking, reading, writing, and listening, using a variety of techniques (Kusumawanti et al., 2018). In practical terms, however, a lot of students still communicate in their mother tongue during English lessons (Asra et al., 2023). This is based on several internal and external factors. The most frequent answer is that students handle difficult ideas they come across when speaking English by using Indonesian. Asking an English-speaking partner for an explanation when the exchange is unclear is another common cause.

Many English as a Foreign Language learners are still lacking in speaking skills (Anggraini et al., 2023). Many factors cause English for Foreign Language learners not to be able to master English. Several issues related to teaching speaking to English for Foreign Language learners, with each teacher experiencing distinctive challenges alongside the variety of contexts, students, and classroom situations in which students teach (Yusuf & Zuraini, 2016). Among these are the facts that many students are uncomfortable speaking in front of their peers because students frequently fear making a mistake and looking foolish, that some words are difficult to pronounce, that students feel ashamed when they make mistakes, and that students do not use English frequently enough (Nety et al., 2020). The factors often found are the lack of English language skills and the lack of students' self-confidence (Lai, 1994).

Several factors that correlate with children's speaking ability to be lacking, including linguistic problems, psychological problems, and other problems related to teaching aspects (Pujiani et al., 2023). Psychological factors that affect children's speaking ability include students' motivation, self-confidence, lack of courage, shyness to make mistakes, and others. In English language lessons, especially in speaking ability, the lack of self-confidence of students is one of the factors that have correlation with the students' speaking ability to be lacking.

Self-confidence plays an important role when students are speaking in front of people (Nadiah et al., 2019). The capacity to act appropriately and successfully in any circumstance, regardless of how difficult it may seem to oneself or others, is known as confidence (Burton & Platts, 2006). The confidence that students have will make students stimulate, brave, and enthusiastic when communicating. According to Burton and Platts (2006), Self-confidence is the capacity to act decisively and effectively in any circumstance, enabling people to overcome obstacles. According to Hakim (2005), cited in Husna (2022), Self-confidence is a person's belief in the symptoms of excess aspects possessed by the individual, and this belief makes the individual feel able to achieve various life goals.

While this study primarily examined the correlation of self-confidence in speaking skills, it is acknowledged that, although self-confidence is vital for students' speaking abilities, some researchers have discovered that the correlation might be reciprocal. This suggests that students' self-confidence and speaking skills cooperate with each other well compared to conducting themselves in an unidirectional way. According to Cai (2025), It suggests that proficiency in English language learning, such as vocabulary mastery and other language skills, might enhance students' self-confidence. In line with this, Harris (2022) stated that speaking self-efficacy and students' speaking skills are associated with one other. This is consistent with "mastery experience" concept by Bandura (1997), which stated that students' success in completing tasks boosts their self-confidence. These studies suggest that self-confidence and speaking skills have a reciprocal association.

The preliminary research has been conducted at SMK Muhammadiyah Sampang Cilacap. Several findings related to the school-based English learning process were found. The teacher realizes that the students' English proficiency, especially in speaking, is still relatively low. There were also many other challenges that teachers encountered when teaching English. A few of the factors that correlate with this were the limited amount of time available for instruction due to the two weekly meetings, the incapacity of children to learn the language, the lack of interest in learning English among students, and the students' lack of confidence when engaging in English language learning.

This research was also supported by some previous research. The first research by Mega & Sugiarto (2020), according to this research, students' speaking skills, self-confidence, and their study habits for English in the tenth grade at SMKN 3 Pangkalpinang are positively and significantly correlated. Increased self-confidence can lead to a considerable improvement in students' speaking ability. The second research is a thesis by Isnainiyah (2022), Following the research, the researcher discovered a correlation between the fifth-grade students' confidence level and their speaking proficiency at KMI Al Ishlah Bondowoso.

Aligned with several previous studies that discuss the relationship between students' self-confidence and English speaking skills, there were a number of distinctions between that earlier research and the research that was conducted. In addition, the method of the research, technique of the data collection, as well as the context of the research being conducted and the instruments that are to be employed, and also this research used a qualitative method to identify students' perceived factors associated with students' self-confidence in speaking. "Vocational Students' Self-Confidence and Speaking Skills: Correlation and Supporting Factors" is of interest in this study to examine the correlation between self-confidence and speaking skills and identify the factors influencing confidence in speaking at the tenth-grade students of TJKT program at SMK Muhammadiyah Sampang Cilacap.

Based on the background above, the research questions of this research are:

1. Is there any correlation between students' self-confidence and speaking skills among the tenth-grade students of TJKT program at SMK Muhammadiyah Sampang Cilacap?
2. What are the underlying students' perceived factors associated with students' self-confidence in speaking skills among the tenth-grade students of TJKT program at SMK Muhammadiyah Sampang Cilacap?

2. Methods

This research used mixed methods, quantitative research and qualitative research. Creswell (2009) stated that mixed methods is an approach to research that combines or links qualitative and quantitative research. The use of mixed methods in this research is to produce stronger data compared to using only qualitative or quantitative methods. According to Sugiyono (2018), mixed methods is a method that combines qualitative and quantitative methods that can be used together in research to get a data more reliable, comprehensive, valid, and objective. More specifically, this research used the explanatory sequential design. The explanatory sequential design is defined as a research design that used quantitative methods first and then followed by qualitative methods.

2.1. Research Subject

Participants in this study are SMK Muhammadiyah Sampang Cilacap students of TJKT program in grade 10. One class was selected as a sample, which was selected by purposive sampling. Purposive sampling is a sampling approach in which a group is specifically chosen based on their perceived ability to provide rich and pertinent data for the study (Creswell, 2009). Class 10 TJKT was selected as the study's sample, with a total of 41 participants.

Class 10 TJKT was selected as the study's sample. Purposive sampling was used to choose the TJKT class since it incorporates a lot of technology-related activities into its curriculum. Compared to students in other fields of study, TKJT students use English more often in technical and programming contexts, such as while reading technical manuals and communicating on projects that contain technical terminology in English. This class was chosen in order to preserve internal homogeneity, minimize potential variances, and be more representative of the whole population that needs functional English competence.

2.2. Techniques of Data Collection

In this research, there are two variables, the independent variable and the dependent variable. Students' self-confidence is symbolized by "X" as an independent variable, and speaking skills is symbolized by "Y" as a dependent variable. In other words, this research design was used to examine the correlation between students' self-confidence and speaking skills and to identify the students' perceived factors associated with students' self-confidence in speaking. This research employed a speaking test and a questionnaire for the quantitative data, an observation class and an interview were gathered for the qualitative data.

2.2.1. Questionnaire

A questionnaire is a form used in a survey design in which participants in a study choose some potential responses, followed by a scale and then the participant of the study completes and returns it. The research questionnaire was used to examine students' self-confidence in speaking. Self-confidence was measured using a closed-ended questionnaire. In this research, the self-confidence questionnaire instrument used was adapted primarily from an expert, that is Lauster (1976) and was translated into Indonesian to ensure comprehensibility for the participants. The statements in this questionnaire were developed concerning the theory and concepts to ensure the validity and reliability of the research instrument. Throughout the adaptation phase, several items were modified to enhance their clarity and relevance to the participants' learning context without alerting their intended meaning. The adapted instrument was considered appropriate for the current setting since the items were evaluated for clarity, relevance and suitability for the participants, with the phrasing refined according to the content validator's suggestions prior to the distribution of the questionnaire. Before the questionnaire was administered, it was reviewed by a lecturer acting as a content validator to evaluate the clarity, relevance and appropriateness of the item. Based on the validator's feedback, necessary revisions were made.

There were thirty items on the questionnaires to comprehensively measure students' overall self-confidence in speaking English. The questionnaire was developed and adapted primarily based on Lauster (1976). Although some items referred to students' perceived speaking ability, anxiety-related feelings and willingness to speak during English speaking activities, these items were not intended to measure students' perceived speaking ability, anxiety or willingness to communicate as separate constructs or independent subscales. Rather, they were included to capture confidence-related aspects of students' experiences when speaking English. Therefore, for the purpose of this study, the questionnaire was operationally interpreted as a single overall measure of self-confidence in speaking English.

Participants completed a questionnaire that was generated using a Google Form. A 4-point Likert scale was used to measure participants' responses, where each point represents the level of agreement or intensity that best suits the participants's perception or experience. The Likert scale used in this study is a 4-point scale, ranging from 1, which is strongly disagree, 2 for disagree, 3 for agree, and 4 for strongly agree. Whereas negatively worded statements were reverse-scored from 1 to 4, ranging from 4 which is strongly disagree, 3 for disagree, 2 for agree, and 1 for strongly agree. Therefore, a higher score consistently indicated a higher level of self-confidence in speaking English. Before being used on the sample, the questionnaire must pass a pilot test. A pilot test of 30 questionnaire items was conducted on 30 samples that differed from the main sample, and a result was obtained. If r value $>$ r table, the item is valid, with r table 0.361 and significance $5\% = 0.05$. After conducting the validity test with the SPSS program, 6 invalid items and 24 valid items were identified. The total score from all 24 valid items were calculated for each participant. The total score was subsequently divided by the maximum score of 96 (24 items $\times$ 4) and then multiplied by 100. The conclusive composite self-confidence rating spanned from 0 to 100, with increased scores reflecting enhanced overall self-confidence in speaking English.

According to Ghazali (2009) cited in Maulana (2022), a questionnaire's reliability can be measured as a means of determining its variables or constructs. If a respondent's response to a questionnaire is constant or stable throughout time, it is considered dependable. The degree of stability, consistency, accuracy, and predictive capacity of a test is referred to as its reliability. A measurement that can provide reliable outcomes is considered to have high dependability. In this research, the *Alpha Cronbach* test was applied using the SPSS program.

Table 1. Questionnaire Reliability

Reliability Statistics	
Cronbach's Alpha	N of Items
0.785	24

Furthermore, after the validity test is carried out, the reliability test is continued using Cronbach's Alpha in the SPSS Program. If the Cronbach's Alpha value is more than 0.60, the variable can be considered reliable. The Cronbach alpha value for the self-confidence questionnaire is 0.785, which is more than 0.60 and indicates that the value is reliable.

2.2.2. *Speaking Test*

A speaking test is a test used to measure the level of participants' ability in English speaking skills. The participants were asked to describe or tell about a topic that was given. The speaking skills of the participants were recorded and evaluated based on the indicators of the speaking assessment. For this speaking test, an oral exam was conducted. The material to be tested was based on the material that participants were studying at the time. A giving opinion speaking test was used to assess the participants' knowledge because the participants are currently studying this genre. With one minute to spare, participants were asked to share their opinion. For further evaluation, the participants' speaking performances have been recorded.

Following the completion of this test by every participant, the speaking performance of the students was evaluated separately by two raters. The raters assigned scores separately, without prior discussion or knowledge of each other's scores. Before the assessment process, both raters were provided with scoring rubric using H. D. Brown (2004) and Weir (1990), pronunciation, grammar, vocabulary, relevance and adequacy of content, and fluency to maintain uniformity in the assessment. Since this experience is deemed sufficient to meet the criteria as an expert in assessing participants' speaking abilities based on the stated evaluation features, the rater who assessed the participants' speaking is a lecturer with over fourteen years of experience teaching English.

Brown's scoring rubric uses five areas to assess participants' speaking skills: pronunciation, grammar, vocabulary, Relevance and adequacy of content, and fluency. The maximum score for each element is 4 points, while the minimum value is 1 point, with a maximum total score 20 per rater. The conclusive speaking score for each student was derived by averaging the scores provided by the two raters. Consequently, differences in assessments were not reconciled through discussion but were accommodated by using the average score. To ensure scoring consistency, inter-rater reliability was examined using the Intraclass Correlation Coefficient (ICC). The result yielded an ICC of .737 (Average Measures, $p < .001$), indicating a good level of agreement between the two raters.

2.2.3. *Observation*

Following the completion of the questionnaire and the speaking exam, observations were conducted to look at participants' self-confidence and the speaking environment in the classroom. Based on Sugiyono (2018), observation involves systematically watching and recording behaviors or events to gain insights. The sample has been observed in the classroom after the participants have finished the questionnaire and the speaking test. The behaviour and activities in the research site have been noted to gain a lot more information or insight. In order to compare the results of the questionnaire and the participants' speaking test scores, an observation was made to see how participants learn in class and to gain a deeper understanding of the participants' self-confidence and speaking abilities. In the 10th-grade Computer and Network Engineering class, an observation was made during English language sessions. Classroom observation was conducted 2 times to examine the learning environment and how participants learn English in the classroom. The observation lasted 90 minutes, which is the same amount of time as the lesson. Non-participatory observation, which involves seeing without actively participating in the learning process, was carried out.

2.2.4. *Interview*

Interviews and classroom observations were conducted to gain a better understanding of the relationship between participants' self-confidence and speaking skills. To gain in-depth insights and understand specific issues from respondents directly, the notes have been taken on a data collection technique (Sugiyono, 2018). Based on Creswell (2009) interview involves the activity of asking several questions for participants to gather information. The interview was the last method of gathering data after the participants completed the questionnaire, speaking test, and classroom observation. Ten participants were chosen at random based on the participants' speaking scores and confidence levels for the interview, which took place at SMK Muhammadiyah Sampang Cilacap. The purpose of the interview was to get detailed information from the participants on their speaking skills and self-confidence that might not have been revealed in the speaking test, questionnaire, or in-class observations. The interviews used in this study are semi-structured.

A text transcription was created from the recorded interviews. Thematic analysis was used to examine data from student interviews and classroom observations to examine students' perceived factors associated with students' self-confidence when speaking in English. Interviews with 10 participants who were taken randomly based on the category of the acquisition of confidence scores from questionnaires and speaking scores that 2 experts had assessed.

2.3. Techniques of Data Analysis

This stage comprehensively describes the data analysis techniques used to process and interpret the research data to answer the research questions. Data analysis is a critical stage in this research, explaining the systematic procedure of processing raw data into meaningful information.

2.3.1. Normality Test

The normality test is a test that examines if the regression model's residual values are normally distributed (Sugiyono, 2018). This is crucial because parametric statistics cannot be used for hypothesis testing if the data is not normal. Kolmogorov-Smirnov is one of the statistical techniques that was used to conduct the normality test in this study. The data is deemed regularly distributed if the significance value (p-value) is higher than 0,05.

2.3.2. Linearity Test

The linearity test was employed in this study to ascertain whether the independent variable (students' self-confidence) and the dependent variable (speaking skills) have a significant linear connection (Sugiyono, 2018). This test was conducted using the linearity test, which concludes that the connection between the two variables is linear if the significance value (p-value) of the departure from linearity is less than or equal to 0,05.

2.3.3. Hypothetical Analysis

2.3.3.1. Quantitative Data Analysis

A statistical test called the Pearson Product-Moment Correlation Coefficient was used to examine the direction and strength of a correlation between two sets of data, where the individual values are compared to one another. It is comparable to Spearman's Rank Correlation Coefficient in this regard, except it used actual data values instead of the data's sequential rankings. The purpose of Pearson's product-moment correlation was to ascertain how closely the variables are related to one another, as indicated by the correlation coefficient (r) Jabnabillah & Margina (2022). The coefficient's value indicates the strength of the correlation between the variables. According to Sugiyono (2018), the interval of the correlation coefficient value can be used to classify the degree of correlation between variables as follows:

Table 2. Level of Correlation

Coefficient Interval	Correlation Level
0.00-0.199	Very Low
0.20-0.399	Low
0.40-0.599	Average
0.60-0.799	Strong
0.80-1	Very Strong

Based on McCormick & Salcedo (2015), the range of values for the Pearson correlation coefficient is -1 to 1. The further it is from 0 and closer to 1, the stronger and positive the correlation, and conversely, the closer to -1, the more negative the correlation. After conducting a pre-analysis test consisting of normality and linearity tests, hypothesis testing is carried out.

2.3.3.2. Qualitative Data Analysis

The collection of qualitative data is done through interviews and classroom observations, which are then analyzed using Braun & Clarke's thematic analysis (Braun & Clarke, 2006). Classroom observations have been conducted to see and observe participants' self-confidence during English language learning, particularly in the speaking aspect. Semi-structured interviews were conducted one by one with 10 randomly selected participants. Semi-structured interviews are interviews that still use a list of questions, but in a more casual setting with additional questions and changes in order. Interview data is recorded using an audio recorder and transcribed to facilitate analysis. Using thematic analysis, the interview transcript data is analyzed by generalizing the same codes, and then themes are examined based on the categories that emerge during the analysis process. After the themes are examined, the final process is the report of the results.

3. Results and Discussion

3.1. Pre-analysis Test Results

A pre-analysis test is carried out to ensure the data meets the criteria for conducting the hypothesis test. The pre-analysis hypothesis tests conducted are the normality test and the linearity test. The SPSS program was used to help examine the outcomes by processing data from questionnaire results and speaking test scores. The questionnaire utilized passed instrument analysis, which included validity and reliability tests. The questionnaire must pass the pilot test before it is authorized to be utilized with the sample.

Furthermore, after conducting the validity and reliability tests, the normality and linearity tests were conducted. In this study, normality tests are conducted using the Kolmogorov-Smirnov method. To measure whether the data is normally distributed or not, a normality test is used to assess it. The significance value (2-tailed) is 0.080 from the Kolmogorov-Smirnov test results, which means the Asymp. Sig. (2-tailed) $0.080 > 0.05$, so H_0 is accepted and H_1 is rejected, which means the data is normally distributed. A significance value higher than 5%, or 0.05, it can be concluded that the residual value follows a normal distribution.

Following the normality test, the Linearity Test is used to measure whether or not there is a linear relationship between the variables, Students' Self-Confidence and Speaking Skills, in the research data. A linearity test was conducted using the ANOVA table to examine the linear relationship between the variables, Students' Self-Confidence and Speaking Skills. The Sig. deviation from linearity value is 0.265, which means the Sig. deviation from linearity value of $0.265 > 0.05$, so H_0 is accepted and H_1 is rejected. And it is concluded that there is a linear relationship between variable X and Y. To be able to say that the two variables are linear, the significance value must be > 0.05 , and it can be concluded that $0.265 > 0.05$, so it can be concluded that there is a linear relationship between variable X (Students' self-confidence) and variable Y (Speaking Skills).

3.2. Quantitative Findings

The data was gathered using four instruments for research. A sample of 41 participants completed a speaking test and a questionnaire. Interviews and classroom observations were conducted to gain a better understanding of the relationship between participants' self-confidence and speaking skills. Interviews with 10 participants who were taken randomly based on the category of the acquisition of confidence scores from questionnaires and speaking scores that 2 experts had assessed.

Table 3. Descriptive Statistics of Students' Self-Confidence

Descriptive Statistics							
	N	Range	Minimum	Maximum	Mean	Std. Deviation	Variance
Self Confidence	41	25.00	39.58	64.58	50.7622	6.30197	39.715
Valid N (listwise)	41						

Based on the table above, from a sample size of 41 participants, data for participants' self-confidence were obtained. After data processing, based on the descriptive statistic results of participants' self-confidence, it was found that the minimum value was 39.58, the maximum value was 64.58, the mean value was 50.76, 6.30 for standard deviation and the variance value was 39.715. By using the mean and standard deviation values, calculations were made for categorizing participants' self-confidence. From this categorization, 3 categories of participants' self-confidence were obtained, namely the high, medium, and low categories. With 8 participants having high confidence, 27 participants having moderate confidence, and 6 participants having low confidence, with percentages of 20%, 65%, and 15%, respectively.

Table 4. Descriptive Statistics of Students' Speaking Skills

Descriptive Statistics							
	N	Range	Minimum	Maximum	Mean	Std. Deviation	Variance
Speaking Skills	41	40.00	45.0	85.0	59.146	8.0547	64.878
Valid N (listwise)	41						

The descriptive statistical findings for speaking skills showed that the mean value was 59.146, the standard deviation value was 8.0547, the variance value was 64.876, the range value was 40.0, the minimum value was 45.0, and the maximum value was 85.0. Calculations were carried out to classify speaking skills using the mean and standard deviation data. From the categorization, 3 categories of student confidence were obtained, namely high, medium, and low categories. With percentages of 10%, 75%, and 15%, respectively, 4 students had strong speaking abilities, 31 had medium speaking abilities, and 6 had low speaking abilities. These findings indicate that the tenth-grade students of TJKT program at SMK Muhammadiyah Sampang's speaking abilities and self-confidence are average.

Table 5. Correlation Coefficient

Correlations			
		Self Confidence	Speaking Skills
Self Confidence	Pearson Correlation	1	.448**
	Sig. (2-tailed)		.003
	N	41	41
Speaking Skills	Pearson Correlation	.448**	1
	Sig. (2-tailed)	.003	
	N	41	41

** Correlation is significant at the 0.01 level (2-tailed).

After conducting a pre-analysis test consisting of normality and linearity tests, hypothesis testing is carried out. If the table significance value is 5% (0.05) > significance value (2-tailed) and the correlation coefficient value (r_{xy}) > r table (0.308), then the variables are considered related. The results obtained using SPSS version 27 show that the significance value is 0.003 and the coefficient correlation value (r_{xy}) is 0.448. Thus, the significance value of 0.003 < 0.05 and the correlation coefficient value of 0.448 > r table 0.308 are obtained. It indicates a positive moderate association between students' self-confidence and speaking ability among the participants of this study.

Therefore, the null hypothesis (H_0) was rejected and the findings supported the alternative hypothesis (H_a) that there was a significant positive relationship between students' self-confidence and speaking skills at the tenth grade of SMK Muhammadiyah Sampang Cilacap. Variable X to variable Y correlates with a degree of relationship that is moderate (0.41-0.60), with a positive relationship. Participants with higher self-confidence scores tended to obtain higher speaking score, however, this finding indicates an association rather than a causal relationship.

About 20.1% of the variation in participants' speaking score was statically associated with their self-confidence level, according to the coefficient of determination ($r^2 = .201$). although it was not the only one factor, this moderate correlation indicates that self-confidence was one relevant factor associated with the speaking ability. The remaining variation might be related to factors that were not examined in this study.

Based on the quantitative findings reported above, there is a positive moderate correlation between students' self-confidence and speaking skills in the tenth-grade students of TJKT program at SMK Muhammadiyah Sampang Cilacap. This finding is consistent with the conceptualization of self-confidence by Lauster (1976), which emphasizes individuals' beliefs in their own abilities. This study is consistent with previous studies that show a positive relationship between speaking skills and student confidence. The study that was conducted by Mega & Sugiarto (2020), concluded that speaking skills and self-confidence are positively correlated. Another study by Selerang et al. (2023), indicates findings that are comparable to those of this study, specifically a strong relationship between students' self-confidence and their English language skills.

While the findings of this study indicate a positive moderate relationship between participants' self-confidence and their English language skills, it is important to acknowledge that speaking performance may be associated with various factors. According to Juhana (2012), psychological factors including fear of mistakes, shyness, anxiety and lack of confidence are correlated with students' speaking performance. This is in line with Ur (1996) cited in Hosni (2014), lack of knowledge, mother-tongue use and uneven participation and inhibition had been the aspects correlated with students' speaking performance. In addition, this study is in line with Istianti (2013), the study's findings indicate a good relationship between second-grade students' speaking proficiency and their motivation to learn the language at SMA Darussalam Ciputat. In other words, students' motivation to learn to speak and their speaking proficiency are significantly correlated. Therefore, self-confidence should be understood as one of several factors associated with speaking performance among the participants in this study.

It has been established that students' speaking abilities are correlated with their level of self-confidence. Teachers and parents have crucial roles in helping children develop self-confidence (Đurišić & Bunijevac, 2017). In practical terms, the finding imply that teachers may consider supporting students' self-confidence together with other relevant linguistic, psychological and learning context factors, rather than focusing solely on self-confidence. While teachers are important in how a student develops at school, parents are the finest teachers for their children, offering them guidance and support at all times. A more thorough qualitative study was carried out using observation and interviews to learn more about participants' perceived factors associated with students' self-confidence in speaking skills.

3.3. *Qualitative Findings*

Furthermore, interviews and classroom observations were conducted to gain a better understanding of the relationship between participants' self-confidence and speaking skills. Classroom observations were conducted to see firsthand how participants learn English in the classroom. Then, interviews were conducted to dig deeper into the relationship between participants' confidence in speaking skills. Interviews with 10 participants who were taken randomly based on the category of the acquisition of confidence scores from questionnaires and speaking scores that 2 experts had assessed.

After class observations and interviews with 10 participants, it was found that participants reported several factors as contributing to students' self-confidence in speaking skills. The set of categories derived from the interviews and observation, which included follow-up questions to delve deeper into the factors influencing participants' self-confidence when speaking in English, provided themes. The following qualitative findings are presented to complement the quantitative results by showing students' perceived factors associated with students' self-confidence in speaking skills.

3.3.1. *Students' Psychological Anxiety*

Affective and cognitive dimensions are the two groups that fall under this subject. Both of these aspects are related to each other. Negative emotions that surface and be related to students' confidence when they are required to speak are known as affective aspects. Affective aspects, including feelings of shyness, anxiety, worry, fear of being judged by others, and fear of making mistakes, have correlation on someone's self-confidence (Goleman, 1998). Students who have low self-confidence feel nervous, worried, embarrassed, fearful of others' judgment, and afraid of making mistakes. There are connections between some of these emotional components. Based on the findings of the observed class, it seems that participants who lack confidence are more likely to be shy when the teacher asks them questions. On the other hand, students with average to high levels of self-confidence dare to respond to the teacher's questions, even if some of their responses are inaccurate. This is in line with the participants

questionnaire's results. Participants with low self-confidence selected "strongly agree" and "agree," or 65% sample agreed with the statements stating that they are uncomfortable, scared, and worried that other people may talk about their speaking abilities. Participants who have anxiety when speaking because they fear making mistakes, which will embarrass them, and make them fear judgment from others. With the emergence of such feelings, it obviously lowers students' self-confidence. This is in line with Pasarlay (2020), the theory states that psychological factors that related to students' self-confidence include fear of mistakes, shyness, and anxiety.

In addition to the emotional aspect, the psychological feature that arose was the cognitive aspect. This aspect results from students considering their English-speaking background. Students who perceive their language proficiency as limited tend to harbor negative thoughts, express uncertainty, and assert their incapacity, resulting in diminished self-confidence. The anxiety that learners have arisen from their inability to articulate words, pronunciation, and fluency in speaking undermines their confidence. In contrast, students with a strong command of language will exhibit greater confidence in their speaking abilities. This study is in line with MacIntyre et al. (1998), Self-confidence in L2 learners is founded on two factors: affective and cognitive. The cognitive component is how self-assessment of the ability to grasp English, especially speaking skills. From the interview results, self-assessment anxiety is about how the learner feels worried about mastering a lesson, which in this context is speaking. According to the questionnaire's results, participants who were confident in themselves said they did not agree with the claims that students are afraid of making mistakes and embarrassing themselves when they have to speak in English, as well as the statement that participants are afraid when they have to speak in English in front of strangers. In addition to the claim that participants are terrified when they must speak in English in front of outsiders, these students also fear making mistakes and seeming foolish. This research is in line with Wahyuni (2013), that research states that good cognitive regulation may help in managing anxiety and supporting self-confidence when speaking.

3.3.2. *Language Challenge Anxiety*

According to Brown (2004), there are a few aspects that related to effective communication, such as grammar, vocabulary, pronunciation, fluency, and comprehension. Based on the finding, participants with the capacity to master speaking aspects such as grammar, pronunciation, fluency, vocabulary, orally and in writing will have strong confidence. Additionally, participants who are confident can speak. This is in line with Rao (2019), who claims that confidence is developing as speaking skills are mastered. On the other hand, pupils who struggle to grasp language elements typically lack confidence as they recognize that they struggle to learn English, particularly when it comes to speaking. One of the things that significantly correlated with students' confidence when speaking is their capacity to grasp speaking techniques. Vocabulary, grammar, fluency, pronunciation, and other elements are all part of speaking. According to the results of the study, participants with low self-confidence are likely to face difficulty in practically all elements of speaking. The remark on the questionnaire that participants will participate in a discussion or conversation if they are certain that their English is correct serves as proof of this. When asked in English, some kids would respond in Indonesian, or they would typically write their responses first and translate them online. This became a noticeable phenomenon during class observations. Following interviews, it was discovered that their main concerns are related to vocabulary, grammar, fluency, and sentence structure. Grammar is the one aspect that participants with high self-confidence struggle with, whereas participants with low and moderate self-confidence typically struggle with all things. This is aligned with Kasbi & Shirvan (2017), which shows that speaking-related issues that generate anxiety and undermine students' confidence include a lack of vocabulary, grammatical competence, and the ability to arrange words into sentences.

The communicative elements tend to have the following correlation on students' confidence when speaking (MacIntyre et al., 1998). The communicative and performative elements, which are interrelated, seem to have a correlation on students' confidence when speaking. The ability of students to effectively communicate ideas or information to correctly deliver a message is known as the communicative aspect. On the other hand, students might communicate in front of others through the performative element, which is a manifestation of the communicative aspect. Based on the interview results, most of the participants who have moderate or low self-confidence tend to feel worried about their interpersonal communication skills. In addition, students' interpersonal communication skills are also an important factor in their confidence when speaking. According to the findings of observations

and interviews, participants that possess higher levels of self-assurance are calmer when speaking and are able to express their ideas in a clear and organized manner more easily than those who lack self-confidence. In line with the results of the questionnaire, participants who lack confidence seem tentative, hurried, and occasionally, their responses do not match the question. Communicative ability is how students can convey messages well and be accepted by others. According to Putri et al. (2022), individuals which experience anxiety, embarrassment, fear, and other negative emotions tend to have trouble communicating with others and provide a poor message. Students will experience embarrassment as a result, and their confidence is going to decrease.

3.3.3. *Social and Evaluative Component*

Expectation is the first students' perceived factors of social environments. Several people in the student's surrounding area, including friends, family, and teachers, have these expectations. These three parties frequently show up in participants interview results. The first is family, where parents and siblings have high expectations of participants. The teacher's next assumption is that participants can become proficient speakers. Friends from the student's play environment come last. Students' self-confidence is associated with expectations from others in their immediate surroundings (Akbari & Sahibzada, 2020). Students that have high self-confidence use that expectation as a spur to work harder in their studies and become proficient speakers. According to the interview's findings, friends, family, and teachers were identified by participants as sources of expectations. These three groups have higher expectations for participants' ability to boost their English ability, especially speaking, even more. Family expectations typically originate from parents or siblings; parents aspire for optimal educational outcomes for their children, while educators anticipate that their teaching is comprehended by students. The results of the questionnaire and observations made in the classroom verify this. Because teachers want the best for their students, it was also evident from the class observation results that the teacher gave encouragement and direction. This aligns with Benner et al. (2021), which asserts that every parent has aspirations for their child's education, while a teacher anticipates kids' future academic success based on their known skills.

The next students' perceived factors associated with students' self-confidence is the impact of the number of audiences that attend the student's speech. Speaking is a skill that requires both confidence and speaking ability; therefore, in order to master this skill, students must also master speaking. It is difficult to convey information in front of a large audience, as it requires mental preparedness to handle it (Ye et al., 2024). Based on the results of interviews with multiple participants, participants who possess high levels of self-confidence typically have no trouble speaking in front of large crowds, while those who lack it typically prefer speaking in front of a small audience. The correlation is that many people are bound to become aware of participants' mistakes if participants speak in front of a large audience and mispronounce words or phrases. Participants felt ashamed and fearful of others' opinions as a result of this. However, if participants are required to speak in front of a small group and make a mistake, there are not many people who will know about it, so they do not feel embarrassed. The majority of participants expressed a preference for speaking in front of a small group of individuals rather than a large audience. They experience feelings of anxiety, nervousness, and overwhelm when required to address a large audience. When interviewed, participants provided a variety of reasons for their preference for speaking in front of a small group. These reasons included the fear of being ridiculed by the crowd, the audience's reaction to their mistakes, and the potential embarrassment and loss of confidence that could result from making mistakes. Observations in the classroom revealed that even during speaking assessment, participants often hesitate to speak loudly. In order to manage the number of errors that their friends hear, participants prefer to face the teacher and speak quietly.

Similarly, Hanifa (2018), also indicates that the size of the audience has a significant correlation on the nervousness of students, as they may struggle to maintain the audience's interest, particularly when the audience is large. Additionally, this has occurred in the past when students first spoke in front of a large audience, but the experience was either laughed at or negatively evaluated by the audience, which can be a remaining memory, particularly if the speaking experience was extremely negative.

Students' self-confidence in speaking is greatly related with the pressure they receive from their social surroundings (Deng et al., 2022). According to the findings of participants' interviews, this pressure frequently comes from the closest individuals, whether they are in the home or at school. The

family, which includes the parents and teacher, is the social unit that frequently applies pressure. Pressure comes after the effects of audience size and expectations. More specifically, academic pressure, particularly when it comes to speaking. There are numerous reasons why participants experience academic pressure; however, based on observations and interview data, it is known that parents and teachers are the two main sources of pressure. This pressure has two effects as well: either it motivates participants to study more in school, or it makes them unmotivated since the pressures are too high. This is in line with Jiang et al.(2022), which claims that social environments, teachers, and families can all put pressure on students during the learning process. The elevated expectations of parents and educators regarding students' proficiency in English, particularly in speaking, will create pressure that may lead to two outcomes: students may either be motivated to work toward achieving these expectations or, if they fail to do so, they may experience negative emotions such as anxiety, worry, and diminished self-confidence, which could result in a reluctance to engage in further learning.

3.3.4. Systematic Educational

A learning approach is the first component of the educational system that correlated with students' self-confidence. It is known from the findings of participants interviews that teachers frequently employ a teacher-centered or teacher-centered learning method. The learning approach is the first category. Since the learning system significantly correlated with students' ability to master materials and skills, which in turn impacts their confidence (Morales & Cárdenas, 2023), this theme can be considered significant. Participants work on paper once the teacher presents the materials. Naturally, this is associated with the infrastructure and supporting facilities in addition to the teacher. Based on observations in the classroom, there are relatively few resources or instruments available to support English learning. Because their abilities are rarely refined, participants who lack experience and an interactive learning style become less confident and lose interest in speaking. As a result, they feel less comfortable speaking in front of an audience. Interview and observation data indicate that educators frequently employ a teacher-centered approach in their teaching practice. The instructor becomes the source of learning with the help of suitable literature, while students become recipients of content from the teacher (Numalita et al., 2024). Indeed, not every time the teacher provides material, participants also perform assignments, practice, and so on. But basically, the distribution of material is still in the conventional way. This is also inseparable from the facilities that support activities during learning.

The learning method is the next component of the learning system that correlated with participants' self-confidence. Teachers employ methods of learning to provide participants with educational resources. Effective learning and comprehension of the subject are achieved by using the right methods of teaching (Brown, 2001). According to the findings of participants interviews, participants select a variety of approaches to learning speaking, such as interactive, traditional, and balanced learning. But the traditional technique, also known as the lecture method, with the teacher at the center, is the approach that teachers most frequently employ, according to the findings of observations and interviews. Instead of speaking in front of the class, participants also frequently read aloud from a text, complete exercises, commit vocabulary to memory, and then learn how to organize it. However, based on the findings of observations and interviews, participants continue to learn through conventional methods such as lectures, in which the teacher serves as the center of attention. This is seen during class observation, whereas the teacher delivers the subject matter, the participants receive it, note it down in the notebooks, and then complete the questions in the student worksheet book. According to interviews, participants have different preferences for learning methods, such as practical application, interactive learning, and game-based learning. Using the appropriate learning strategy will boost confidence and motivation.

The learning process and the feedback component are inseparable. Giving students feedback on their learning helps them recognize their areas of strength and weakness (Wahidiyati, 2020). Participants are more motivated when they receive constructive feedback from their teachers because teachers know participants' speaking strengths and weaknesses, and teachers are given guidance on how to improve participants' speaking when students make mistakes. On the other hand, participants who get unfavorable and unhelpful feedback will experience depression, embarrassment, inferiority complexes, and a decrease in their motivation to study English. Participants' confidence might also be associated with feedback from friends in along with teachers. Feedback provided by the teacher and the

participants' surroundings after they have completed a learning-related task belongs in the following category. Giving students organized, constructive feedback can enable them to identify their areas of strength and weakness in their English language development, particularly in speaking (Pasarlay, 2020). Due to the rarity of speaking practice in class 10, feedback is rarely given, particularly after participants have spoken. On the other hand, kids who receive harsh feedback may feel ashamed, inadequate, and unable to communicate, which will lower their confidence.

The final aspect is participants' achievement, which is defined as a positive result of an activity. This includes not only students' participation in competitions or academic performance but also their experiences of growth and positive learning changes (Setyawati & Sapan, 2023). Participants who feel they have made progress in their English language learning will have high self-confidence, while those who feel they have made no progress at all are likely to have low self-confidence. This accomplishment shows that participants are competent and successful in learning English, particularly when it comes to speaking. Because participants believe they already have experience and accomplishments that can be verified, participants continue to feel confident that they can do speaking. In contrast, participants that have no achievements and low self-confidence are hesitant to speak in front of others because they are afraid to try and have never been in that situation before. The distribution of speaking knowledge to students is examined by the learning approach and learning methods. Feedback is given following speaking practice, and achievement is the final step. With a high enough achievement score, students will feel more comfortable speaking since they know they can complete the assignment (Akbari & Sahibzada, 2020).

It is defined from the observations and interviews that several factors were associated with participants' confidence when speaking. These include the psychological aspects of participants, speaking competency, the impacts of social environments, and the educational system. This is consistent with Hurlock (1980), study on the following aspects of self-confidence: peer relationships, family relationships, and parenting style. In addition, this study is also supported by the research that examines the factors that associated with students' confidence in English speaking classes (Pasarlay, 2020). The results of this study demonstrated that, despite having adequate language skills, students who struggle with speaking are more likely to be anxious, unmotivated, and lack confidence.

It may be concluded from the research's findings that speaking abilities and self-confidence are positively correlated. These findings indicate that children's psychological characteristics have a significant correlation on students' self-confidence. Parents and teachers must focus on children's psychological needs, including their emotional and cognitive development (Hanifa, 2018). Teachers are also responsible for the feedback they provide, the teaching strategies they employ, and the learning preferences of their students. Teachers can employ interactive teaching techniques in place of traditional ones (Ma'rufah, 2014). Other elements, including speaking competency, communication abilities, and student accomplishment, can be optimized with approaches that complement students' learning preferences and provide constructive feedback. Furthermore, parents have a crucial part in this situation. Instead of putting pressure on students without taking note of their abilities, parents can support their children's academic achievement. Enhancing children's self-confidence needs both the integrated and optimal support of teachers, peer surroundings, families, and psychological factors.

4. Conclusion

The purpose of this study is to analyze the correlation between students' self-confidence and speaking skills and identify the participants' perceived factors that associated with students' self-confidence in speaking. Based on the formulation of the problem, the data analysis process that has been carried out and described in the findings and discussion, it can be concluded that there is a positive moderate correlation between students' self-confidence and speaking skills among the tenth-grade students of TJKT program at SMK Muhammadiyah Sampang Cilacap as shown based on the correlation coefficient value $(0.448) > r_{\text{table}} (0.308)$ with a significance value (2-tailed) $0.003 < 0.05$, and it can be concluded that "there is a correlation between students' self-confidence and speaking skills among the tenth-grade students of TJKT program at SMK Muhammadiyah Sampang Cilacap".

More than that, it found that several students' perceived factors associated with students' self-confidence in speaking skills among the tenth-grade students of TJKT program at SMK Muhammadiyah Sampang, including: students' psychological aspects with two categories, that is

emotional aspect and the cognitive aspect. The following theme is speaking competency, which encompasses mastery in both speaking and communicating aspects. The environment, which encompasses several categories, was reported by participants as a factor that related to their self-confidence in speaking English, including pressure, audience size effect, and expectations. The final factor that emerges is the learning system, which includes the categories of learning approaches, methods of learning, feedback, and achievement. There are several things that can be utilized in the future to support speaking skills and students' speaking practice. Participants may benefit from regular opportunities to practice and become used to learning English, particularly speaking through resources and activities beyond teacher's classroom instruction. English teachers may consider providing constructive feedback and use a variety of teaching techniques based on the learning preferences of their students rather than merely depending on traditional approaches. It is anticipated that future studies will be able to expand the findings on additional variables associated with speaking skills by developing instruments, increasing the sample size, and incorporating additional variables.

5. Limitation

This research still has limitations, even though it has been carried out to the best of its ability. During the data collection, there were several obstacles encountered, such as time constraints due to numerous days off and final exams in the second semester. Meanwhile, data collection for this research requires entering the classroom and meeting the participants. The sample was limited to tenth-grade TJKT students from a single vocational school. Future studies are recommended to involve multiple schools with larger and more diverse samples.

6. Suggestion

There are several things that can be utilized in the future to enhance speaking skills learning. Participants can practice and become used to learning English, particularly speaking, by using a source other than their teachers. It is stated that English teachers are expected to be able to help their students, provide them with constructive feedback, and use a variety of teaching techniques based on the learning preferences of their students rather than merely depending on traditional approaches. It is anticipated that future studies will be able to expand the findings on additional characteristics that link with speaking skills by developing instruments, increasing the sample size, and incorporating additional variables.

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