LENS
Language Education, Network, and Studies
https://journal1.uinssc.ac.id/index.php/lens

Language Education, Network, and Studies
Vol. 2, No. 2, October 2026, pp. 77-86
e-ISSN: 3123-660X
English Language Teaching Department
UIN Siber Syekh Nurjati Cirebon, Indonesia

The analysis of confidence factors in English speaking in junior high school students

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Article Information

Article History:
Received: 05 October 2026
Accepted: 30 October 2026
Available online: 31 October 2026

Keywords:
Self-confidence
Speaking Skills
Impact

ABSTRACT

T Based on the result of the pre-observation, there were still many students who had difficulty on developing speaking skills because of their lack of self-confidence. This study aims to investigate whether student self-confidence affects their speaking skill or not. This study used a qualitative correlation method with a questionnaire. the population of this study is students of junior high school 1 Plered in class VII. The sample of this study is students who taking a public speaking subject. The result that has been carried out it can be seen that the percentage of answer choices agree on the factors that can affect students' speaking skills have a high rate of approval by the respondents, such as motivation to speak was approved by 100% of respondents. Then the factor that can affect student confidence gets a high percentage of approval by respondents such as you are worried about making mistakes was approved by 90% of respondents. The percentage result from the effect of self-confidence on speaking skill respondents answered you speak well when you are confident approved by 93.30% of respondents. From the results of the student's opinion, it can be concluded that students speaking ability is influenced by self- confidence.

How to cite (in APA style):
Basir, A., Alfaridzi, I., & Umaemah, A. (2026). The analysis of confidence factors in English speaking in junior high school students. *Language Education, Network, and Studies*, 2(2), 77-86. https://doi.org/10.24235/lens.v2i2.24050

1. INTRODUCTION

The most crucial component of learning a second foreign language is speaking. Speaking is a means of expressing the language system using the speech organ. It is an interaction process of meaning construction that entails generating, receiving, and processing information. The purpose of the English-speaking class is to give students a chance to interact with other students in the language and practice speaking English. For many language learners, being able to speak is the ultimate test of language proficiency. For these students, fluency is far more than just being able to read, write, or understand spoken language—it's the capacity to communicate with others. They believe that speaking is the most crucial skill they can learn, and they gauge their development based on how well they can communicate verbally. Language learners must understand that speaking requires a certain body of knowledge.

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Learners need to master the four language skills: listening, speaking, reading and writing to study English effectively. Among them, listening and speaking seem to be more difficult to English learners from both linguistic and psychological perspectives (Trinh & Thi Pham, 2021). Therefore, in this research, the researcher will analyze factors that influence students speaking skill. An analysis is a process of sorting, parsing, distinguishing something to be classified and grouped according to specific criteria, and then looking for the estimated meaning and relation. Analysis can be the process of researching or studying something in-depth to learn more about it, or it can be your assessment and opinion after doing so. An analysis of this research can help the researcher to understand the factors that influence students in learning speaking skills (Dewi, 2023). Speaking is saying words orally, communicating by talking, and making a request, which is essential in second language learning. Despite its importance, speaking has been overlooked in schools and universities for different reasons, like the emphasis on grammar and unfavourable teacher-student proportions (Ahmadi & Leong, 2017).

In today's interconnected world, being able to talk confidently in English is important. For middle school students, this period is crucial for building their English skills and self-assurance. The confidence to speak English not only helps their schoolwork but also opens up opportunities for them in a global context. Yet, gaining this confidence can be complicated. This paper aims to look at the different things that affect how sure middle school students are when speaking English. (Dewi, 2023). Shahzadi, et.al., 2014 cited in Dewi (2023) stated that by understanding factors of speaking, teachers and leaders can better help students on their path to becoming more confident English speakers. or many students, speaking skills is challenging to master. There are some difficulties in speaking first, one of them is the difficulty pronouncing words in English. In English, pronouncing becomes difficult for students to learn to speak because what is written is not the same as pronunciation. For Indonesian students, learning pronunciation is difficult because they have spoken their home tongue since childhood.

Junior high school is a significant time for students as they move from childhood to adolescence. This transition impacts how they interact with others, view themselves, and learn. As a result, the factors that influence their confidence in speaking English become more complex. By exploring these factors, we can find ways to improve their English skills and boost their confidence. One key factor we'll consider is how English is taught in middle school. The teaching methods, materials, and how teachers approach the subject can greatly affect students' confidence. The role of teachers in creating a supportive learning environment is also crucial. Students' social interactions with peers and their self-esteem are important too. Plus, the resources available to them and their exposure to real English outside the classroom are things we need to look at.

One of the most crucial abilities to hone to communicate effectively is speaking. One of the hardest parts of learning a language is thought to be speaking. It might be challenging for many language learners to express themselves orally. They have trouble using the foreign language to articulate their ideas clearly. Speaking is to say words orally, to communicate by talking, to make a request, and to make a speech (Leong & Ahmadi 2017). Speaking is transportation to convey an idea to the other person and fluency is one of the speaking aspects that affects convenience when communicating (Geria, 2022). Speaking is the process of making and sharing meaning by using verbal and non-verbal symbols in different contexts (Dho Ti, 2021). Speaking becomes one of the most important skills in English because it can make people easily understand what things are explained orally (Illyin, Hanifah & Yunianti. 2019). It is a medium through which one's personality and identity are manifested, allowing for a nuanced and authentic expression of self. Not only are writing, reading, and listening essential language skills, but speaking is also.

Speaking is important to learn because communication orally is an aspect of mastering an English subject. Speaking is an instrument for communication and people will see the fluency of students in speaking English (Ihsan et al., 2018). English is one of the main priorities of individuals who want to communicate with other people but learning a language is not always an easy task (Riadil, 2020). speaking was not valued in the classroom using the conventional methods, which placed more of an emphasis on writing and reading. For instance, speaking and listening abilities were not as critical in The Grammar Translation approach as reading and writing were (Leong et al., 2017).

Speaking is "simply the physical embodiment of abstract systems". In other words, speaking is the physical realization of ideas, concepts, and assumptions existing in the human schema (Guebba, 2021). Speaking is one of the two basic components of oral communication, which consists of the speaker and the listener. The concept involves reviewing the topics discussed and using words to convey ideas in a conversation between two or more individuals. These routines can be informational or interactive, and they include recurrent types of information structures that can be either explanatory or evaluative. Moreover, highlights a few speech styles, 1) copying The capacity to merely repeat back a word, phrase, or even a sentence is known as an imitative speaking performance, the production of brief oral language segments intended to exhibit proficiency in a limited range of grammatical, phrasal, lexical, or phonological relationships (such as prosodic elements: intonations, stretch, rhythm, and juncture) is known as intensive speaking, and it is another type of speaking that is commonly used in assessment contexts, 2) Responsive Response refers to engagement and test comprehension, but only to the very basic level of brief exchanges, polite introductions, straightforward questions and remarks, and the like, 3) Interactive The duration and intricacy of the engagement, which occasionally involves numerous participants and/or exchanges, is referred to as interactive, 4) Large-scale speeches, oral presentations, and story-telling are examples of extensive oral production tasks where listener oral participation is either completely excluded or severely restricted (perhaps to nonverbal reactions) (Muslimin, 2019).

Speaking is the process of using one's ability to pronounce words, arrange them into phrases or sentences, and choose words that are pertinent to the topic at hand to communicate one's thoughts, ideas, and feelings. speaking has been overlooked in schools and universities for different reasons, like an emphasis on grammar and unfavorable teacher-student proportions. Kayi defines speaking as using language confidently and quickly with few unnatural pauses, usually, fluency (Kayi, 2021) In Webster New World Dictionary, speaking is one of productive skills, which means the ability in using oral language through sound and voice to present information, produce ideas, express meaning for interacting with another member of community which involves many components; including pronunciation, listening, and grammar skills both in verbal and non-verbal of a variety context. (Arini & Wahyudin, 2022).

Several studies have been conducted to investigate the two variables' correlation (affective factors-emotional intelligence and speaking skill) (Farid & Roro, 2022). These aspects of speaking performance included Kline (2001) cited in Smith (2022) stated that Pronunciation is the way for students to produce clearer language when they are speaking. It means that the students can communicate effectively when they have good pronunciation and intonation even though they have limited vocabulary and grammar. Bohari (2019) shows that people can communicate well because it consists of the case and speed of the flowing speech. Someone who can communicate fluently but she may be able to use the language fluently. Grammar, as defined by (Gleason & Ratner, 2009), is a set of rules that investigates the form and structure of sentences that can be used in a language. grammatical units in English are the set of logical and structural rules that govern the composition of sentences, phrases, clauses, and words. Turn taking is a process that should not be neglected by conversation participants,

Speakers should always draw a demarcating line between competitive and noncompetitive overlap. and turn-taking has investigated competitive versus cooperative overlap in conversations (Osuchukwu et al., 2019).

Many people struggle to establish self-confidence, which is crucial in practically every area of our life. It might be challenging for those who lack confidence to succeed in life, Self-confidence is a trait that can evoke an attitude to have positive, idealistic, and optimistic thoughts about abilities. Even though there are frequent interactions between teachers and students English in class, students still feel less confident when speaking in front of their classmates (Aulia & Apoko 2022). Self-confidence is probably the most pervasive aspect of any human behaviour. It could easily be claimed that no successful cognitive or affective activity can be carried out without some degree of self-confidence, self-confidence knowledge of yourself, and belief in your own capabilities for activity (Brown, 2001: 145 cited in Febriyani et al,2020). We define self-confidence as the assessment that people make of themselves and consistently uphold. It conveys a positive attitude and shows how much people think they are competent, noteworthy, and deserving, which is reflected in their views about themselves.

It is a behaviour based on subjective experience, self-confidence plays a crucial part in speaking English, and many students are still less confident when speaking, which causes them to not engage more in speaking activities (Novela & Hastini 2023). Individuals with self-confidence can accomplish their objectives. Self-confidence is lacking in many people. For instance, some students lack confidence when giving a presentation in class, and in certain classes, they are hesitant to speak in front of their peers. Based on the pre-observation, the reasons include insufficient preparation, poor material mastery, a deficiency in vocabulary, and a fear of speaking in front of an audience. Because confidence is the main component of public speaking, this is a huge disadvantage (Nadiah, Arina & IKrom 2019).

2. METHOD

In this research, the researcher used qualitative research. Qualitative research is concerned with developing explanations of social phenomena. Qualitative research aims to gain a general understanding of social reality from the participants' perspective. This research presented qualitative research as Hancock explained that qualitative research is concerned with developing explanations of social phenomena. As can be seen, qualitative research describing the phenomenon that occurs naturally and present it based on the data. The qualitative research is descriptive. It means that types of qualitative research in this research focus on the description.

Research design are the specific procedure involved in the research process: data collection, data analysis, and report writing (Creswell, 2014). The research design In this research uses analysis research design. Qualitative research is an inquiry process of understanding based on distinct methodological traditions of inquiry that explore a social or human problem. The researcher builds a complex, holistic picture, analyses words, report detailed views of information, and conducts the study in a natural setting.

The process can be a form, characteristics, relationships, similarities, activities, change, and differences between one phenomenon and another phenomenon. Descriptive research is research where researcher try to describe and interpret things, such as the condition of a thing or relationship, opinions that develop, an effect that occurs, and trends that are ongoing in the community. Creswell also adds in his book as follow: ‘Writing a methods section for a proposal for qualitative research partly requires educating readers as to the intent of qualitative research, mentioning specific designs, carefully reflecting on the role the researcher plays in the study, drawing from an ever-expanding list of types of data sources, using specific protocols for recording data, analyzing the information through multiple steps of analysis, and mentioning

approaches for documenting the accuracy or validity of the data collected. The type of this study was qualitative research. The researcher used data triangulation. A data source is source of collected data, such as a person, event, document file, activity (Maryadi, et al ,2011). The term 'Data sources' refers to various types of information, such as events real word objects. Data analysis is the systematic process of organizing, processing, and evaluating data to discover patterns, trends, and insights that can inform decision-making and improve research outcomes. It entails organizing raw data in a way that shows useful information, allowing researchers to draw legitimate findings. Instruments are data collection tools that must be valid and reliable. Tests are a valuable measuring tool for educational research. Tests are assessments in the form of questionnaires and interviews. Tests are one of the planned measurement efforts used by teachers to create opportunities for students to demonstrate students' abilities related to predetermined goals. In the instrument section, the researcher gave questions to students to determine students' speaking abilities in class 7. These questions had 10 questions and contained students' speaking abilities.

3. RESULTS AND DISCUSSION

The findings of the research analysis of the strategies that teacher use to boost seventh grade students' confidence in speaking English at SMP 1 PLERED will be presented in this chapter. Interview with the teacher was used to gather this data. Based on the researcher's observations of the teachers, it was determined that there are four ways, open dictionary, new vocabularies, reading comic, role play because the teacher had used this method as long as he taught at the school. Teacher stated said this was a good way to increase students' confidence in speaking because opening the dictionary will facilitate students with words in English like his answers during the interview. As the Teacher was stated that

> *"karena dengan membuka kamus siswa akan mengetahui juga bagaimana cara penyebutan kosa kata tersebut, kemudian dengan cara membuka kamus akan menambah kosa kata baru yang belum sisw ketahui"*

A dictionary is an essential reference book that provides full explanations of word meanings, making it a crucial resource for both language learners and speakers.

In the second point the teacher said new vocabularies as a way to increase students' confidence in speaking English, teacher was stated that

> *"Dengan kalian menambah kosa kata baru akan lebih meningkatkan kepercaya dirian lebih bagi siswa dalam berbicara bahasa inggris didalam kelas maupun diluar kelas"*

The range of words that students understand and utilize in a language, as well as a list of terms and their explanations, are referred to as vocabulary. In the next point the teacher says that reading comics can increase students' confidence in speaking English in class, teacher was stated that

> *"Di jaman era modern sekarang saya pikir sudah banyak cara untuk belajar mandiri dalam meningkatkan kepercaya dirian siswa berbicara Bahasa inggris yaitu dengan membaca komik dengan sub-title Bahasa inggris, tujuan nya untuk menambah kosa kata baru pada siswa denganbegitu siswa juga akan terbiasa mengucapkan kalimat Bahasa inggris"*

There are several advantages to using comic books as a speech-learning aid. First, comic book graphics help children who have trouble understanding what they read. Both word choice and graphic design influence accessibility in comics, which enhances comprehension. To effectively motivate students to improve their speaking skills, teachers use role-playing activities in the classroom.as the teacher was stated that

> *"Ada juga cara lain untuk meningkatkan speaking skill siswa dengan cara role play, karena disana siswa akan lebih aktif dalam berbicara Bahasa inggris karena mereka merasa senang dan terbawa oleh suasana kelas sehingga mereka dapat berbicara Bahasa inggris dengan lantang dan yakin"*

Through placing students in real-world situations, role-playing is an interactive method that enables them to practice speaking in a lively and captivating way.

According to the researcher's observations, four successful approaches for improving students' speaking skills were identified: open dictionaries, new vocabulary acquisition, reading comic books, and role play. Open the Dictionary, Teachers stressed the necessity of utilizing a dictionary to help students gain confidence in speaking. Students learn the meanings and pronunciations of English words by consulting a dictionary. This exposure not only helps students learn new words, but it also improves their general language understanding. New vocabulary, The use of new vocabulary was emphasized as an important method for boosting pupils' confidence in speaking English. Teachers noticed that increased vocabulary allows kids to express themselves properly and participate more effectively in conversations.

Vocabulary development is a continual process that supports academic progress and social engagement, making it vital for language learners at all stages. Read Comics, Teachers have stated that reading comics can considerably increase kids' speaking confidence. Comics' images help children understand new terminology. Comics are a fun and interesting approach for kids to learn English sentences and enhance their speaking skills, especially when accompanied with subtitles.

Lastly, role play was recognized as a powerful tool for motivating students to improve their speaking skills. This interactive method immerses students in real-life situations, allowing them to practice speaking in an engaging way. Role play encourages active participation, creativity, and the ability to navigate social contexts, all of which enhance language fluency, Although it requires time for preparation and practice, the benefits of role play in creating a supportive learning environment and improving speaking abilities are substantial. these methods open dictionaries, new vocabulary, reading comics, and role play are valuable strategies that can effectively foster students' speaking skills and confidence in English.

Based on my teaching experience, the researcher discovered that introducing role play into my classroom instruction dramatically increases student involvement and participation in speaking English. Role play gives a dynamic and interactive environment in which students can practise their language abilities in a more relaxed and fun manner, One of the most noticeable advantages of this strategy is that it encourages pupils to speak up more frequently. In typical classroom environments, many students are afraid or embarrassed to make mistakes, particularly when it comes to speaking terminology correctly. However, when people are engrossed in a role-playing scenario, they tend to prioritize the whole experience over their own performance.

The playful aspect of role play allows kids to enjoy the learning process without worry of being judged. They become so caught up in their roles that they frequently overlook little errors, such as mispronunciations, which can be a substantial limitation to language acquisition. This method contributes to the development of a supportive student community. Role play allows them to collaborate with their peers, which builds camaraderie and collective learning,

they can encourage one other, laugh at blunders, and give constructive feedback in a less scary manner, this encouraging environment is critical for boosting confidence because it teaches kids that they are not alone in their problems and that everyone is there to learn together.

The role-playing method not only helps to overcome the fear of making mistakes, but it also serves as the first important step toward increasing confidence in speaking English. When children feel comfortable exploring with language in a stimulating and interesting setting, they are more willing to take risks and express themselves freely. This greater confidence can lead to enhanced communication skills and a willingness to participate more actively in discussions, both within and outside of the classroom.

The students' responses suggest that confidence in speaking English is closely connected to their perceived linguistic competence. Unfamiliar vocabulary and uncertainty about pronunciation appear to make students less willing to speak. One response indicated that the student was able to speak fluently only to a limited extent, while another identified unfamiliar vocabulary as a difficulty. These responses show that students may hesitate not simply because they are shy, but also because they are unsure whether they can select appropriate words and pronounce them intelligibly. This interpretation is consistent with the discussion of speaking as an activity involving vocabulary, pronunciation, fluency, and grammatical resources (Leong & Ahmadi, 2017). Therefore, confidence-building activities should be accompanied by language support. Providing opportunities to learn and rehearse useful expressions before speaking tasks may help students feel more prepared to communicate.

A second pattern in the responses concerns students' fear of making mistakes. One student described feeling shy and afraid when speaking English, while another reported that remaining silent was the way they handled anxiety when speaking in front of others. Silence in this context can be understood as a form of avoidance: students may choose not to participate because speaking exposes their pronunciation, vocabulary, or grammar to evaluation by classmates. This response is important because limited participation should not automatically be interpreted as a lack of interest. It may reflect students' concern about embarrassment or negative judgement. Aulia and Apoko (2022) also examined the relationship between self-confidence and speaking skills among lower-secondary students. In classroom practice, teachers can respond by establishing supportive routines, allowing rehearsal time, and treating errors as a normal part of language learning rather than as grounds for ridicule.

The interview responses also indicate that students' confidence is shaped by the people around them. One student identified close friends as the main source of support, while another described encouragement from an older brother who motivated independent study and vocabulary development. These accounts suggest that confidence is not formed exclusively within the English lesson; it may also be reinforced through relationships and learning experiences outside school. The student who reported having been scolded by an English teacher further illustrates how teacher-student interactions may influence willingness to speak. Although the reason for the reprimand is not sufficiently detailed to establish its longer-term effect, the student's account identifies an experience associated with embarrassment and reduced confidence. Teachers therefore need to consider not only the content of feedback but also its delivery. Constructive, specific, and respectful feedback can address language problems without discouraging students from participating. A supportive environment is also important because students need opportunities to practice without feeling that every contribution will be judged.

The teacher identified four strategies: using dictionaries, learning new vocabulary, reading comics, and role play. These strategies address different but related dimensions of speaking development. Dictionary use can help students check word meanings and pronunciation, while systematic vocabulary learning can expand the language resources available to them. Reading comics, particularly materials with English subtitles, may provide

contextualized language and visual support that helps students understand expressions and encounter language in a more accessible format. These strategies are most useful when they lead beyond recognition of words toward active language use. For example, after reading a comic, students could retell a scene, describe a character, or perform a short dialogue using selected expressions. Such follow-up activities would connect vocabulary exposure with speaking practice.

Among the four strategies, role play has a particularly direct connection with oral participation because it requires students to use language in an assigned situation. The teacher explained that students may become more active when they take on roles and engage with a classroom scenario. The researcher's classroom reflection also describes students appearing more willing to speak when attention is directed toward the role and the shared activity rather than exclusively toward individual performance. This observation offers a plausible explanation for why role play may reduce the pressure associated with speaking in front of classmates: students speak as a character or participant in a situation, which can make the task feel less personally exposing. Role play can also create opportunities for turn-taking and peer interaction, both of which are relevant to communicative speaking (Osuchukwu et al., 2019). However, role play should not be assumed to benefit every student automatically. Students may still need vocabulary preparation, clear instructions, modelling, and supportive grouping to participate meaningfully.

Students' accounts of using Google Translate and listening to English songs show that they also draw on resources beyond teacher-directed classroom activities. Google Translate was described as a tool for checking meanings and listening to word pronunciation. Listening to songs was reported as a personal strategy for becoming more familiar with English sounds, rhythm, and vocabulary. These responses suggest that some students take initiative in managing their own learning. Nevertheless, digital translation should be treated as a support rather than as a complete measure of speaking ability. Looking up a translation or listening to a pronunciation does not, by itself, demonstrate that a student can use the expression appropriately in spontaneous communication. Teachers can build on these independent practices by asking students to use selected words or expressions in short spoken sentences, dialogues, or brief presentations.

Taken together, the findings point to the need for an integrated approach to confidence and speaking development. Vocabulary and pronunciation support may strengthen students' sense of readiness, while role play and other structured interaction tasks can provide opportunities to use that language. At the same time, a respectful classroom climate is necessary so that students feel able to take risks and learn from errors. Teachers may begin with pair or small-group practice before asking students to speak in front of the whole class, provide useful expressions before a task, and give feedback that recognizes successful communication as well as areas for improvement. These suggestions are consistent with the students' reported difficulties and the teacher's four strategies; they should be understood as pedagogical implications rather than experimentally established effects.

The findings should be interpreted in light of the evidence presented in this study. The student responses provide insight into individual perceptions and experiences, while the teacher interview identifies strategies used in the classroom. However, the manuscript does not provide sufficient information about the number of student interviewees, the duration or frequency of classroom observations, or a systematic comparison of speaking performance before and after the strategies were used. Consequently, the available data cannot establish that the four strategies caused measurable improvements in speaking proficiency or confidence among all seventh-grade students. The findings are better understood as descriptive evidence of perceived confidence-related challenges and reported teaching practices in the research context. Future studies could include more clearly documented participant information, repeated observations,

and samples of students' speaking performance to examine how confidence and oral participation develop over time.

4. CONCLUSION

Role play in language instruction provides a rich, multidimensional learning experience that covers both the emotional and social components of language acquisition. Role play creates a dynamic and interesting learning environment by mimicking real-life interactions and circumstances. This strategy helps students to practice language skills in a less formal and frightening environment, lowering nervousness that could otherwise impede their learning. As students participate in these engaging exercises, they not only enhance their language skills but also gain confidence in their speaking abilities. This practice helps individuals grow more comfortable expressing themselves in English, resulting in improved proficiency and confidence in a friendly and comprehensive environment. The only genuine suggestion is to work on your self-confidence and be willing to use all available resources to develop. This includes being willing to open a dictionary on a regular basis to develop vocabulary and gain a better comprehension of the language. Furthermore, seeking out classes or learning opportunities at institutions other than schools can provide significant exposure to other teaching styles, materials, and approaches. These extra efforts not only reinforce what is learned in class but also allow students to develop their skills at their own speed, thereby increasing their confidence and fluency in speaking English.

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