

ACADEMIC SPEAKING STUDENTS' EFFORTS IN MINIMIZING THEIR LACK OF SELF- CONFIDENCE

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Abstract

The existence of self-confidence is needed and related to students' academic achievement. This is also true in the context of speaking, which this study deals with. Speaking skills are the language learning aspects that are also crucial for students to master to have good communication. Unfortunately, speaking skills cannot be mastered well if students lack self-confidence. This problem is commonly faced by EFL learners. Seeing this reality, the researchers thus tried to identify the causes of the lack of self-confidence faced by Academic Speaking students at a private university in Central Java, Indonesia, and the efforts that the students implemented to overcome their lack of self-confidence. This study used a qualitative method in collecting data. Data were collected from thirty-three (33) Academic Speaking students using open-ended questions and semi-structured interviews. Findings indicated that the causes of the lack of self-confidence were fear of making mistakes, lack of speaking skills formally, public speaking anxiety, and personal experience influenced. The efforts used by the students were talking in front of a mirror, practicing pronunciation, rehearsing with friends, mastering the materials, making notes, and watching YouTube videos. The result of these findings hopefully helped speaking students who are struggling with self-confidence in an academic context, especially in speaking class.

Keywords: *self-confidence, lack of self-confidence, speaking skills, students' efforts, Academic Speaking*

INTRODUCTION

“Self-confidence is the most influential variable which affects the process of learning” (Jabor, *et al.*, 2017, p.2). The success of a learning process depends on the learners' enthusiasm and motivation where those are closely related to the learners' self-confidence. As an emotional side of human beings, self- confidence directly affects learner psychology. The lack of self- confidence will impact learners' learning performance. Their performance will not reach the goal and the learners' will feel they have failed. On the other hand, learners with a good self- confidence will tend to be active and contribute more to the learning process and be able to reach the goal. The quality of self - confidence is strongly affecting learners' learning performance and influences learners' learning progress

Self-confidence as an important role in speaking because good self - confidence leads to effective communication. As a practical output, students should have learned hard to master speaking skills. The ability to speak the English language fluently requires a high level of self - confidence. Normally, learners who have reached a high level or advanced will not be shy to speak due to being sure of what they are speaking. On the other hand, Horwitz, *et al.*, 1986 claim that learners who have difficulty in transferring their ideas orally are more likely to experience deep anxiety that negatively affects their ability during the learning process (cited in Imaniah, 2018, 46). Haidara (2016) finds that even though students have been learning

English for many years, most of them are speechless while speaking English because of several things, one of them is lack of self - confidence. Learners who tend to be quiet are shy to be judged by the mistake that they do not realize. In the end, their speaking skills will be postponed due to the intimidating feeling.

Academic Speaking is more likely the same with other academic courses which should be presented in a standard language. In an Academic Speaking class, students are assumed to have mastered the speaking skills and be able to speak English academically and fluently. Therefore, most activities in Academic Speaking are presentations. During the presentation, students should prepare not the materials only but also their confidence in delivering the materials. Unfortunately, not all students are confident enough to speak academically.

According to Hebaish (2012), learners described the oral presentation as one of the most stressful courses they have had. Based on my personal experience that I have found in the field, some students are not ready to be assumed to have mastered speaking skills. In reality, some of them are still wondering whether their sentences are appropriate enough to be spoken in front of the audience or not, where other students are still struggling with their grammar errors. These things make their level of confidence decrease. Their depression level probably increases due to being unable to perform well as they are expected to.

Hence, students need to identify the causes of their lack of self - confidence, so that they can easily overcome the issue. According to Hashemi (2011) Language anxiety originated from learners' sense, learners' cognitions, language learning difficulties, differences in learners, culture, and social status. Since students' causes are different from one another, it is undoubtedly that students solve their lack of self- confidence issues differently. Therefore, this study will elaborate on the efforts that Academic Speaking students have done to overcome the lack of self- confidence.

Based on the background described above, this research focuses on the three following questions: 1) How many *Academic Speaking* students feel unconfident in *Academic Speaking* classes? 2). What are the causes of students' lack of self-confidence in the *Academic Speaking* classes? 3) What do students do to reduce their lack of self-confidence?

This study focuses on speaking skills. The research is about students' efforts in handling their lack of self-confidence while speaking English academically. The study is limited to speaking skills conducted in *Academic Speaking* class, faculty of language and arts (FLA), University students of Kristen Satya Wacana. The purpose of this study is to elaborate on the causes of students' lack of self - confidence during speaking the English language academically and to share the efforts of the participants on how they handle the issues. Hopefully, the findings of this research can help lecturers and future students in the *Academic speaking* class to overcome the lack of students' self- confidence in speaking the English language

Self-confidence

As written in the OXFORD Dictionary third edition (2009), self - confidence is a feeling of trust in our abilities and judgment. Trimpathy and Srivastava as cited in Akbari and Sahibzada (2020) claim that self-confidence is a characteristic, students with high self-confidence are goal oriented and they believe in their own capabilities to reach their goals.

Tridinanti (2018) mentions “self-confidence as a belief in something will work well and succeed” (p.37).

Generally, self - confidence is built since the childhood periods of human beings. The factors to build self-confidence derive from several factors but basically, self-confidence factors are divided from two factors which are intrapersonal and interpersonal. The same idea comes from Avcu and Isklar, as cited in Gurler (2015, p.15) explains that self-confidence can be classified into two groups: inner confidence and outer confidence. Gurler (2015) describes components of inner confidence consisting of the self - knowledge, love of own self and thinking positively. Whereas, outer- confidence is composed of a judgmental from a supportive environment that gives more spirit for the individuals to have more desire in doing something.

Speaking Skills in Language Learning

Speaking has an important role in human beings' lives. Speaking becomes significant for human beings because they interact every day by speaking. Furthermore, Zyoud (2016) mentions “in foreign language teaching and learning, speaking skills are the most essential skill since it is basic for communication” (p.1). Tridinanti (2018) states that speaking skill is crucial for students to have effective communication in spoken language. Moreover, speaking skills are also integrated with other knowledge, such as listening. Brown as cited in Leong and Ahmadi (2016) explains that listening and speaking are learners' language tools. Brown (1994) & Joyce (1997) explain that speaking is known as an interactive process because it consists of producing and receiving information orally (cited in Imaniah 2018, p.44). In short, to create communicative communication, the speaker should be both listeners who receive information and speaker who transfers the information.

Egan (1999) claims that speaking becomes the heart of second language learning among the four language skills (cited in Imaniah (2018, p. 44). Lewis and Hill (1993, p. 54) state that speaking is a process that covers many things (cited in Zyoud 2016, p. 2). Mastering speaking is quite complicated because the skills consist of several aspects to be mastered as well in the learning progress. According to Harris (1974), there are five components of speaking skill concerned which are Grammar, comprehension, vocabulary, pronunciation, and fluency (cited in Kurniati, Eliwanti, and Novitri, nd, p. 5).

Generally, vocabulary is the knowledge of understanding the meaning of a word. According to Dalil (2013), “grammar is a system composed of many interconnected components that ensure accuracy and meaning” (p.5). According to Kurniati, Eliwanti, and Novitri (nd), pronunciation is the way to produce clearer language, and fluency is the ability to speak smoothly and expressively. Furthermore, Brown (2004, p. 140) says that comprehension is the ability to use normal communication, stress, and intonation (as cited in Utami, 2017 p. 23).

The existence of these five components and the integration into other knowledge showed that mastering speaking skills are important to be learned especially in the EFL context to be able to speak English.

the Importance of Self-confidence in Language Learning

Hebaish (2012) says that self - confidence is a personal factor that affects students' achievement in foreign language learning. Jabor, *et al.*, (2017) claim that self - confidence

contributes to students' willingness to participate in oral activities (p.3). Moreover, according to Jabor *et. al* (2017) "successful language learning only takes place in an environment where learners with confidence and joy" (p.4). In other words, it can be assumed that where good self- confidence exists, students will be able to follow the learning process, they will be more active, and wherein this context is speaking so that it helps students deliver their ideas effectively and will have good communication. Therefore, self-confidence strongly affects students' language learning process.

Research on the importance of self - confidence in learning progress has shown that the correlation between self - confidence and academic achievement are quite strong. Brown as cited in Hebaish (2012, p. 60) claims that self- confidence can determine influence on a person's life, for good or bad. Thus, students with high self-confidence have more desire for improving their language proficiency which is good for their improvement. Oppositely, the achievements of students who suffer from low self-confidence probably decrease. Undoubtedly, "Self-confidence is an important factor that has a positive influence in any educational learning process, especially learning the second language" (Rehman, A., Bilal, A., Nawaz. A., Bibi, N., Sheikh, A. 2014, p. 254).

Lack of Self-confidence in Language Learning

Hilleson as cited Imaniah (2018, p.46) argues that speaking activities have been recognized as the most anxiety-provoking activity in a foreign language classroom. Students with low self- confidence are afraid to speak English louder because they are afraid and ashamed of the mocking from their friends. Horwitz (2001) explains anxiety negatively influences language learning (as cited in Hashemi, 2011,p.2). The anxiety finally leads to a lack of self – confidence and produces unwanted feelings on students themselves such as fear, and the nervousness which surely leads to unsuccessful performance.

Marwan (2016) says anxiety associated with "threats to self - efficacy, and appraisal of situations as threatening "(p.38). Horwitz as cited in Liu and Huang (2012, p.1) explains three components of foreign language classroom anxiety; communication apprehension, fear of negative anxiety, and test anxiety.

Further, according to Hashemi (2011) types of anxiety are; trait anxiety it is personality characteristics which more permanent, Next, state anxiety, is a response of a particular provoking stimulus such as test and the last one is situation-specific anxiety is a response provoking by certain environments such as class environments.

Liu and Huang (2010) explain that anxiety is one of the most prominent and pervasive emotions (p.1). Park and Lee (2005) say that there is a correlation between language anxiety and oral performance. The experience of failure harms students 'progress which makes them stop talking because of fear and criticism and it will impact the postponement of students' ability in learning progress.

Hebaish (2012) explains the lack of self-confidence is thought to be the most dangerous barrier for effective communication" (p.61). Usually, learners with low self-confidence avoid being called on by the instructors, due to un-confidence and they are not comfortable. Many researchers (Gurler, 2015; Haidara, 2015; Arslantas & Tokel, 2018; Faith, 2018) believe that the lack of self-confidence negatively affects learners' performance and their attitudes towards learning.

RESEARCH METHOD

The scope of this study focuses on speaking skills. This research is to identify the causes of the lack of self-confidence suffered by the EFL students. The study is limited to speaking skills, conducted in *Academic Speaking* course FLA-UKSW. The purpose of this study is to investigate the causes of students' lack of self-confidence in speaking skills and the efforts the students used to overcome their lack of self-confidence. I hope this research will help students' on how to handle and minimize their lack of self-confidence. Also, I hope this research gives speaking skills' teachers more information about the issue faced by their students so that teacher able to help and motivate their students in solving the lack of self-confidence issue

This research focused on the *Academic Speaking* course that had been conducted in ELEP. The research conducted at the Universitas Kristen Satya Wacana (UKSW), Faculty of Language, and Arts (FLA). The course opened in the first semester of the new academic year of 2021. The class started in August and finished in December 2020. However, the data collection started at the beginning of November. The data collection conducted at the beginning of November just after students had presented their first presentation so that they can explain clearly about their experiences in performing their presentation.

The participants of this study were the students of the Faculty of Language and Arts (FLA) at the Universitas Kristen Satya Wacana (UKSW). There were five classes as participants in this study. The number of participants in this study was thirty-three (33) students. The participants of this study were the students in the second year which was the students of 2019 and older students.

This research used qualitative research to collect the data. In this research, the researcher used two instruments which were questionnaires (open-ended questions) and interviews (semi-structured interviews). The questions related to the students' efforts in minimizing their lack of self-confidence. In doing the interview, the researcher used zoom video conference to talk with the chosen students due to the COVID - 19 pandemic and record the all the conversation during the interviews.

For the data collection procedure, this research used questionnaire protocol and interview protocol. This research was following the protocol of COVID - 19. First of all, the researcher asked a permission to the *Academic Speaking* course coordinator in order to do research on the *Academic Speaking classes*. The researcher asked for permission through sending an E-mail.

After getting the permission, the researcher started the research. The researcher shared the questionnaire through Google form and the interviews had done by video conference. Researcher used snowball sampling to share the questionnaires to the participants. The researcher shared the link of the Google form to one of the students from each class and asked them to share the link to the other students in their class.

After the questionnaire had been collected, researcher decided ten students who had clearly explanation in the questionnaire. Researcher asked their permission to be researcher's participants in the interview section. The conversation during the interview was recorded to get clear information from the participants. The interview was talking about students' experiences, causes, feelings, and efforts in dealing with their lack of self- confidence when speaking English academically.

After collecting the data from the all the questionnaires, the researcher classified the most causes mentioned by the students and all the efforts mentioned by the students. After that, the researcher started the interviews section with the chosen students. The researcher transcribed all the recordings into written text. In analyzing the data, the researcher used the thematic analysis. The data will be identified and classified based on the similarities of the participants' efforts or the closest efforts that were almost similar. After that, the researcher got the data, and the researcher started write the findings and the conclusion of the research.

FINDINGS AND DISCUSSIONS

In this section discussed the results of this study entitled *Academic Speaking Students' Efforts in Minimizing Their Lack of Self-confidence*. The findings were found out from the results of the questionnaires and an interview. The findings were divided into 3 themes. The three themes were answering these research questions:

- 1) How many *Academic Speaking* students feel unconfident in *Academic Speaking* classes?
- 2) What are the causes of students' lack of self-confidence in the *Academic Speaking* classes?
- 3) What do students do to reduce their lack of self-confidence?

The number of students who were unconfident in the Academic Speaking course

In this research, the total of the students who participated in answering the questionnaire shared by the researcher were thirty-three students. The number of students was the total number from five *Academic Speaking* classes. According to the data collected, the researcher found that the number of students who were unconfident in *Academic Speaking* classes were twenty-six students or in a percentage was 79,4%. The twenty - six students chose option "b" which was no when they were asked "do you feel confident while speaking English language academically? On the other hand, the numbers of the students who felt confident in speaking academically in *Academic Speaking* classes were seven students or in a percentage was 20.6%. The seven students chose option "a" which was yes when they were asked "do you feel confident while speaking English language academically?"

In *Academic Speaking* class A, the total number of the students who participated in answering the questionnaire was eight students. The eight students were RD (Student 5), DD (Student 6), MH (Student 7), TI (Student 8), EF (Student 9), GP (Student 15), DD (Student 20), AS (Student 23). All the eight students from *Academic Speaking* class A answered that they were unconfident in speaking English language academically.

In *Academic Speaking* class B, the total number of students who participated in answering the questionnaire was nine students. Three students, H (Student 02), WA (Student 21), DK (Student 25) answered that they were confident in speaking academically. Further, six students, RA (Student 01), YV (Student 03), PI (Student 04), DR (Student 10), TP (Student 13), and CD (Student14) answered that they were unconfident in speaking English language academically.

In *Academic Speaking* class C, the total number of the students who participated in answering the questionnaire was six students. The six students were YY (Student 11), E (Student 12), S (Student 28), JT (Student 29), WB (Student 30), GM (Student 33). All the

six students from *Academic Speaking* class C answered that they were unconfident in speaking English academically.

In *Academic Speaking* D, the total number of students who participated in answering the questionnaire was nine students. Four students, CR (Student 16), RS (Student 17), RO (Student 19), EC (Student 27) answered that they were confident in speaking academically. Furthermore, five students RM (Student 18), PP (Student 22), RC (Student 26), VN (Student 31), SM (Student 32) answered that they were unconfident in speaking English language academically.

In *Academic Speaking* E, the total number of students who participated in answering the questionnaire was one student. The student was AT (Student 24). The student answered that she was unconfident in speaking English language academically.

The Causes of the Lack of Self-confidence

According to the thirty-three students, who had answered the questionnaire and ten out of them who had been interviewed, the researcher found three reasons behind students' lack of self-confidence while doing their English presentation. The three reasons will be discussed below.

Fear of Making Mistakes

From the interviewed data, all the students mentioned that fear of making mistakes was the cause of their lack of self-confidence. Three out of ten students who had been interviewed, (Student 32), DD (Student 20), and RM (Student 18) explained clearly that the feeling of fear significantly affected their confidence. It can be seen in this following statement below.

Excerpt 1:

“...I am not confident when I speak English language because I am afraid when I speak, I make a mistake and people around me noticed my mistake and maybe there are people who laughed at me...” (SM, Student 32, interview/translated by researcher, November 27, 2020)

As seen from the statement above, Student 32 explained that the feeling of fear she has, possibly produced a mistake in her performance that could be mocked for her by the audience. Undoubtedly, most students who suffer from the feeling of fear prefer to be silent. Januariza & Hendriani (2016) explained that the existence of negative feelings in students will block students from expressing their ideas and feelings using the language they are learning.

Further, other students also mentioned these statements below in the interview section.

Excerpt 2:

“...My fear made me doubt producing words during the presentation...” (DD, Student 20, interview/translated by researcher, November 28, 2020)

Excerpt 3:

“... I am afraid I cannot answer properly, afraid of making mistakes when I am talking...” (RM, Student 18, interview/translated by researcher, December 5, 2020)

From the statements stated by Student 20 and Student 18 above, it was shown that even though students' understood the topic they were talking about, they still doubted the quality of the sentences they produced. This finding is similar to Khattak, *et al* (2011)'s finding that the majority of the students feel anxious about making mistakes in a language class (p.1602). The effect of the fear students suffered was students tended to avoid being talkative in the learning process. Students preferred to keep silent and looked like they had no clues about the topic their partner or the audience were talking about. Horwits as cited in Januariza & Hendriani (2016) believed that anxiety in speaking a specific language can affect the quality of students' oral performance and make the students look less capable than they are.

According to the answers from the ten students who had been interviewed and the answers given from the twenty-three students in the questionnaire, the researcher concluded there were three mistakes that students usually made that caused students to lack self-confidence. The three mistakes will be explained below.

Grammatical Errors

In this research, it was found that grammatical errors were one of students' mistakes which students usually made in their performance. Two out of ten students who had been interviewed, which were DD (Student) 20 and RC (Student 26) asserted that grammatical errors was their main cause of their lack of self-confidence. Whereas there were five students who were, RM(Student 18), GP (Student 15), YY (Student 11), DR (Student 10), and RA (Student 01) claimed that the lack of grammar knowledge was one of the causes of their lack of self-confidence. Moreover, according to the questionnaire data, three students, CD (Student 14),GM (Student 33) and AS (Student 28) explained that grammatical errors was one of the reasons they were not confident in doing their oral performance. In this research, researcher found out that the total of the students who considered grammar errors as one of the causes of their lack of self-confidence in *Academic Speaking* class were ten students out of thirty-three students. Based on the answers given, grammatical errors negatively impacted students' self - confidence. It can be seen from the statement stated below.

“ I feel anxious and I do not know how to arrange the sentences”
(Student 20, questionnaire, translated by researcher)

According to the statement above, Student 20 explained that the inability to arrange appropriate patterns in a sentence impacted her oral performance. The lack of grammar knowledge students had created a fact that the she could not communicate their ideas confidently. Huy (2015) found in her research that in most of the students, a drawback of grammar knowledge affected students' skills in the language used. Furthermore, in questionnaire, a student stated that;

“Because my grammar is not good, I am not confident with my speaking skills” (Student 5, questionnaire, translated by researcher)

Further, Student 5 also stated in the questionnaire that the lack of grammar knowledge became her main cause that impacted her lack of self-confidence. The inability had impacted her confidence in using the English language orally. Two students from the interview section claimed that they were also confused about what tense should be used while presenting their presentation. It can be seen from the following statements below.

Excerpt 4

“... If I want to speak in the English language, the grammar is mixed up...”
(RM, student 18, interview/ translated by researcher, December, 5th, 2020)

Excerpt 5:

“... In grammar, the placement of *to be* words is difficult. However, the most difficult for me is that where words have been exist, the placement of words will and be going to...” (DR, student 10, interview/translated by researcher, November 29, 2020)

The other statements above showed that students had several shortcomings in understanding grammar. Grammar had a crucial part, especially in the English language. The same idea was stated by N (2020) “grammar knowledge is indispensable”(p.201). Students had to master grammar well to communicate effectively using the English language. Even though students knew the vocabulary to express their thoughts, but could not arrange their sentences properly, the audiences or their partner would not get their thoughts clearly. N (2020) explained that to have effective communication, the existence of grammar skills should be counted, if not the speech will be worthless.

Furthermore, one of the participants in the interview section stated ;

Excerpt 6 :

“... Because grammar is about showing specific time, so if I deliver it incorrectly, it will be weird. That makes me unconfident...” (RA, Student 1, Interview/translated by researcher, Mei 5, 2021)

Mastering grammar in the English language could be tough enough for Indonesian students because, in Bahasa Indonesia, there was no specific verb to show a past time. In contrast, in the English language, there were dozens of verbs showing past time. For instance, in Bahasa Indonesia, a student says “*Saya kemarin pergi ke pasar*” the word “*kemarin*” explains the past moment or the other word, the activity has been done in the past without changing the verb “*pergi*” which in English is go. However, in English the student must change the base form of “*go*” into “*went*” to show that the activity had been done specifically in the past moment. In addition, there were no tenses patterns in Bahasa Indonesia, but there were 12 tenses patterns that students should have mastered in the English language. The differences which were quite significant between grammar in Bahasa Indonesia and the English language was the reason mastering English grammar for Indonesian students was difficult. Listia & Febriyanti (2020) concluded that the difference in both Bahasa Indonesia and English language in case of tenses is one of the difficulties in learning English language.

According to the fact elaborated above, the researcher concluded that the lack of grammar knowledge related closely with the cause of the decreasing students' self-confidence. The lack of self-confidence in students directly impacted students' academic achievement, which in this case was students' oral performance. Students could not perform their best which meant students could not reach one of the skills in learning a foreign language which was speaking skills. Tuncel as cited in Akbari & Sahibzada (2020) found that there was a

correlation between students' self-confidence in learning which is good self-confidence impacted positively, whereas less self-confidence impacted negatively.

Lack of Vocabulary

Lack of Vocabulary was another reason behind the causes of the students' lack of self-confidence. Kayaoglu and Saglamel as cited in Tridinanti (2013) found several causes of language problems, one of them was linguistic difficulty in the form of lack of vocabulary (p. 36). Vocabulary was the second mistake students usually made in their performance. According to the interviewed data, it was found that one student, VN (Student 31) claimed that the lack of vocabulary was her main cause and there were six students, who were RD (Student 5), GP (Student 15), SM (Student 32), YY (Student 11), DR (Student 10), and RA (Student 01) mentioned that vocabulary was one of the causes of their lack of self-confidence. Furthermore, according to the questionnaire, four students, YV (Student 3), E (Student 12), GM (Student 33). And CD (Student 14) explained that the lack of vocabulary was one of the reasons for their lack of self-confidence. In this research, researcher found out that the total of the students who were dealing with the lack of vocabulary was eleven students out of thirty - three students. The students were unsure in speaking the English language because of the limited vocabulary knowledge they had. Students could not participate well in a discussion, which negatively affected students' self-confidence. It can be seen by this following statement below.

Excerpt 6 :

“.. I have not mastered vocabulary so that has impacted my confidence. There's something I want to explain, but because I do not know what the English language is, I prefer quiet and even though I answered, the answer will not be good and it directly made me unconfident...” (VN, Student 31, interview/translated by researcher, Mei 5, 2021)

According to the statement above, Student 31 explained that the lack of vocabulary hindered her from sharing her thoughts using the English language. She was unable to deliver her opinion confidently and correctly. Since cannot deliver her thoughts correctly, it affected her confidence in speaking the English language. In line with Januariza and Hendriani (2014), “ Not knowing the meaning of words or sentences can make students feel anxious to speak” (p. 472).

The eleven *Academic Speaking* students who were dealing with the lack of vocabulary will be stuck and use the same vocabulary in expressing their ideas. Also, they could not find the appropriate vocabulary to express their ideas exactly in English. Because of this fact, the eleven *Academic speaking* students tended to be passive when they were asked to speak. Even though they tried their best in answering or delivering their ideas, still they did not feel satisfied because the audience or the partner they were talking to seemed did not get their point or their ideas. In this case, students' achievement was hindered because of the minimum vocabulary students mastered. Misbah, *et al* (2017) concluded that “the biggest factor that contributed to the students' difficulties in learning foreign English is the limited vocabulary” (p.2006).

According to the explanation from the students who had been interviewed, researcher found two causes behind the lack of vocabulary. The first causes were the difficulty in memorizing vocabulary. Students who had less vocabulary had difficulty in memorizing a new vocabulary that they had never used before. This difficulty made them hopeless in trying to speak the English language. This explanation was supported by a student's statement in the questionnaire, the student stated that;

“There is a lot of vocabulary that I do not know. I have not memorized vocabulary very well. My vocabulary is very limited. I am afraid, If I am trying to speak, I will find it difficult to deliver my opinion” (Student 20, questionnaire, translated by researcher)

Moreover, a student from the interview section stated ;

Excerpt 7 :

“ ...I have limited vocabulary especially for vocabulary which I rarely use, like for explaining something deep, like I do not know what's the vocabulary, what's the words in English. It's difficult for me to memorize vocabulary...” (DR, Student 10, interview/translated by the researcher, November 29, 2020)

According to the statements stated by Student 10 and Student 20, it can be seen that difficulty in memorizing vocabulary was the cause of the lack of vocabulary. It was clearly explained that the two students were unable to communicate in the English language because of the less vocabulary. The difficulty in memorizing vocabulary brought a negative impact on students' speaking skills. Doubtless, the inability in memorizing vocabulary was the most common problem for EFL students. Astuti as cited in Tridinanti (2018) found that one of the challenges of English is the difficulty in memorizing words.

The second cause behind the lack of vocabulary was less exposure and practice in using the English vocabulary. It is a fact that the English language is a foreign language for Indonesian students. This fact drew a line where students found it difficult to master English vocabulary because the society around them did not speak the English language. This was the main cause why students got less exposure to the English language. Low exposure to English language made students' frequency in using the English vocabulary lower. The same idea from Songbatumis (2017) explained that the minimum of English exposure leads to less chance to use English for students. In this study, the eleven students who claimed that they lacked vocabulary evidently spoke English only for academic purposes. The students rarely use the English language as their second language in communication for day-to-day life because their society did not talk in English. This explanation similar to Mai as cited by Songbatumis (2017) mentioned that not speaking English in daily life was one of the reasons for the minimum vocabulary students' mastered.

Based on the elaborations above, it can be assumed that the lack of vocabulary had an impact on students' academic achievement. Mastering vocabulary was one of the aspects of learning language in order to be fluent. The researcher concluded that the lack of vocabulary negatively impacted students' self-confidence because students could not deliver their ideas in English language which strongly affected students' performance specifically in speaking skills. Misbah, *et al* (2017) explained that increasing vocabulary improves learners' confidence and willingness to study more the target language. It meant that the more vocabulary students mastered, the more confident students would be, oppositely, the less vocabulary students had, the more unconfident students would be.

Pronunciation Difficulties

Pronunciation difficulties was found as another mistake students tended to do during presentation. According to the interview data, there were six out of ten students RA (Student 01), YY (Student 11), DR (Student 10), RD (Student 5), RM (Student 18) and SM (Student 32) who claimed that pronunciation was one of the causes of their lack of self-confidence. According to questionnaire data, three students, JT (Student 29), AS (Student 28), and CD (Student 14) claimed that pronunciation was one of the reasons their confidence decreased. In this research, the researcher found the total of the students who considered pronunciation as one of the reasons for the lack of self-confidence in *Academic Speaking* class was nine students out of thirty-three students. The Students were not confident in speaking English language because they were unsure how to pronounce the words. It can be seen from the following statements below.

“I worry when I speak because I am afraid make a mistake in the pronunciation and the grammar” (Student 28, questionnaire, translated by researcher)

“ I feel doubt about choosing the correct words and pronunciation when I am speaking in English” (Student 14, questionnaire, translated by researcher)

Furthermore, the students in the interview section also stated these following statements below.

Excerpt 8 :

“...My mouth tends to mispronounce words, that makes me anxious..” (RM, Student 18, interview/translated by the researcher, December 5th 2020)

Excerpt 9 :

“... I am afraid if I pronounce it unclearly, sometimes my friends ask” why is the pronunciation like that”? And they laughed at me when I pronounced incorrectly. That made me ashamed...” (DR, Student 10, interview/translated by the researcher, November 29, 2020)

According to the Student 18 and Student 10’s statements above, it was shown that the mispronunciation students made negatively affected students’ confidence. The mispronunciation students made could lead to misunderstanding in a conversation or in their presentation. Zhang as cited in Fadillah (2020) explained that misunderstanding and undesirable situations were caused by the inability to pronounce English correctly. Pronunciation was another aspect of speaking skills which was difficult for EFL students to learn. Donal (2016) explained that one of Indonesian difficulties in learning English speaking is how to pronounce English sounds correctly (p.55).

According to the interviewed data, researcher found that there were two causes behind the *Academic Speaking* students’ lack of pronunciation. The first cause was because of students’ mother language. The influence of mother tongue on students’ pronunciation made students unable to pronounce the English vocabulary clearly as it should be. It can be seen from the following statement below during the interview section.

Excerpt 10 :

“... For example, if I say Lari (*in English run*) because in our village R sounded L, so If there is vocabulary which consists of alphabet R, I will pronounce L, so that the audience do not

understand what I am saying” (YY, Student 11, interview/translated by the researcher, November 29,2020)

According to the statement above, Student 11 explained that the lack of pronunciation she had was caused by her mother language. Student 11 could not pronounce the alphabet R clearly because in her mother tongue, the alphabet R will sound L. This inability affected students' self-confidence, which became lower because they could not pronounce correctly. Mother tongue influence was a common reason behind Indonesian Students' difficulties in learning pronunciation. In this case, it was proved that students' mother tongue negatively affected students' ability in pronouncing English language accurately. Donal (2016) found that one of the difficulties in pronouncing English was influenced by students' mother tongue.

The second cause was because of the sound of the target language. In Bahasa Indonesia, the pronunciation is exactly the same as what the words are written. In contrast, in the English language, the words written and the words pronounced are different. For instance, the word *tough* pronounces /taf/, the word hour pronounces ou(ə)r. Moreover, there are some words that possibly sound the same but have different meanings. For instance, *one* and *wand*, *see* and *sea*, *fine* and *find*, *sit* and *seat*, *sent* and *cent*. Not only that, there are English language sounds which do not exist in students' native language. In Bahasa Indonesia, there were no phonic sounds. For example, “sh” in words shade, she, shirt, “ch” in words channel, chase, chair, “th” in words throat, thirsty, thursday, “wh” in words wheel, whisper, what. Students should learn how to pronounce the phonic sound first before jumping to the words' pronunciation. The fact that English language has many sounds made it difficult for EFL students to pronounce the words correctly. Students were confused because of the sounds that they needed to recognize in order to pronounce the words smoothly. Their audience might get confused about what the students tried to share because of the mispronunciation they made in the context of the sound. Astuti (2016) explained that many phonemes (sound) are behind the challenge of learning pronunciation foreign languages.

According to the elaboration above, the researcher concluded that pronunciation was an important aspect that supported speaking skills that had to be mastered as well in order to be able to speak English language fluently. Students who could not pronounce English words clearly could not be assumed to be fluent because they could not transfer their thoughts in English accurately. A good pronunciation helped students to speak accurately as it should be pronounced. Derwin and Murno as cited in Donal (2015) argued that having a good pronounced pronunciation of the language can help in normal communication particularly intelligibility (p.56)

Lack of Adequate Speaking the English Language Formally

According to the interview data, there were three students, DD (student 20), RA (Student 01), and RC (Student 26) who claimed that inability in speaking English formally was one of the reasons they were not confident in *Academic Speaking* class. Further, based on questionnaire data, four students, PI (Student 04), MH (Student 07), DD (Student 06) and WB (Student 30) stated the main reason they were suffering from the lack of self-confidence was because they were unable to speak English formally or academically. In this research, the researcher found that the total of the students who lack adequate speaking English formally were seven students out of thirty-three students. In the *Academic Speaking* class, students

were required to be able to speak formally or academically. Unfortunately, students could not reach this requirement because of the inability to speak English formally. It can be seen from the following statements below.

Excerpt 11 :

“... My English is mostly non- formal English, so if it is a formal language for presentation, I do not know much about it...” (RC, Student 26, interview, translated by researcher, December 4th 2020)

“Sometimes, it is difficult for me to speak English formally” (Student 06, questionnaire, translated by the researcher)

According to the two statements above, it was shown that even though the students were listed in the *Academic Speaking* class, the students were unable to speak *Academically*. The Students found it difficult to deliver their materials during their presentations because they could not find academic or formal words that fit the goal of the *Academic Speaking* course. The Students who were unable to deliver their materials will think that they did not belong to the *Academic Speaking* class yet, which will affect their self-esteem and self-confidence. The difficulty that students faced was because students rarely or never speak English language formally before attending the *Academic Speaking* class. It can be seen from the following statements below.

“I never speak English for academic purposes so that I am not confident” (Student 01, questionnaire, translated by the researcher)

Excerpt 12 :

“... I think that I do not speak English formally that much...” (DD, Student 20, interview, translated by researcher, November 28, 2020)

Based on the two statements above from Student 01 and Student 20, we could see that less speaking English formally in daily life negatively affected students' self confidence in *Academic Speaking* class. Mastering the English language especially in terms of speaking formally or academically was surely difficult for EFL students. It was doubtless that speaking informally was easier than speaking formally. Students tended to avoid the difficulty of speaking formally by talking informally. Students preferred informal speaking because as long as their partner understood their point, it would be enough. The convenience of talking informally made students comfortable in talking informally. It can be seen from the following statement below.

“I am comfortable talking in non-academic purpose rather than academically”(Student 30, questionnaire, translated by the researcher)

In conclusion, according to the elaboration above, the researcher concluded that the second cause of the lack of student' self- confidence was because of the incompetence of speaking the English language formally. Since the goal of the *Academic Speaking* course was that students must had mastered English speaking academically, students who were not capable of speaking academically would be assumed to have failed. Students who could not give their best in their performance will think it as a failure. The feeling of failure will negatively affect students' self-confidence, because they believed that the failure they made had shown they were not capable. Khattak, *et al* (2011) concluded that the fear of failure in examinations also proves one of the causes of the students' language anxiety (p.1603).

Personal Experiences of Getting Mockery

The causes of the lack of self-confidence was not only because of the academic reason. The researcher found that personal experiences also influenced the decrease of the lack of self-confidence. The mock students experienced were included in the factors that supported the state anxiety. Brown (2001) explained that state or situation - specific anxiety is the result of experience in a certain condition or event (as cited in Amiri & Ghonsooly, p.856). According to the interview data, the researcher found that the experience of getting a mock from the audience or friends became another cause of the lack of self-confidence. In the interview section, there was a student, DR (Student 10) who clearly explained that mocking was the other cause of her lack of self-confidence. Moreover, RC (Student 26), and PP (Student 22) claimed that they became insecure in their own skills because of the experience of mockery they had. Unfriendly reactions toward students' performance created a bad past experience in speaking English language. The mocking appeared because the student accidentally made a mistake and the audience noticed it, instead of supporting, the audience reacted negatively. This explanation was supported by a student's statement in the interview section. The student's stated that;

Excerpt 13 :

"...When I did a presentation in listening class, I was nervous and I mispronounced so that what I was saying was not clear, then I saw my friends laughing at me silently..." (DR, student 10, interview, translated by researcher, November 29, 2020)

According to Student 10's statement above, it could be seen that an unsupportive environment during the learning process probably affected the student's achievement in academic performance. Student 10 explained that the mocking she experienced definitely gave her unwanted experience in learning the English language. The bad experiences made the student afraid and ashamed to perform. The feeling that the student suffered made her less interactive in the class. The mocking she experienced increased the lack of self-confidence inside herself. Hanifa (2018) asserted that reaction from others; being laughed at or mock potentially broke students' confidence when they were trying to speak in English.

Furthermore, the mocking from the audience not only affected students' self-confidence, mocking possibly affected students' performance became poor. It can be seen on the following statement below

" The influence from the audience is quite big for me because they are very attentive to every move I made during the presentation. They always laughed towards my performance silently which made materials that I had prepared disappear in my mind" (Student 11, questionnaire, translated by researcher)

According to the Student 11's statement, it was shown that the mocking made the student uncomfortable during her performance. A mock distracted and led her blank about the materials that she had prepared. This fact made her presentation not interesting enough and boring. This shown that mockery possibly affected students' performance became poor.

According to the elaboration above, the researcher concluded that negative reactions toward students' performance doubtless affected students' performance. Unfriendly reactions towards students' performance definitely affected students' self- confidence lower. Students who suffered with the mocking would not be able to give their best performance. Students were hunted by the mocking they had experienced. Thus, it surely affected and related to the physiological issues. Riadil (2020) claimed that students' psychological issues were that

students were not comfortable speaking up about their views in the classroom because they consider themselves a failed English speaker.

Public Speaking Anxiety

In this research, the researcher found that four students, TI (Student 08), EF (Student 09), TP (Student 13), AT (Student 24) explained that feeling anxiety talking in public was one of the causes of their lack of self - confidence. Rarely talking in public was one of the causes of public speaking anxiety. It could be seen from the following statement stated by a student in the questionnaire below.

“ Because I am not used to talking in public, even though using my mother tongue” (Student 09, questionnaire, translated by researcher)

Based on the statements stated by Student 09 above, it could be seen that she kept feeling anxious, even though she talked in her native language. The anxiety student’s suffered in this research did not correlate with students’ academic knowledge. Students claimed that even though they had mastered their materials, they found it difficult to express their materials when talking in public. The student simply felt anxious talking in public no matter how well prepared they were. Furthermore, another student also stated that;

“ I feel anxious when I have to talk in front of many people” (Student 13, questionnaire, translated by researcher)

“ I tend to feel nervous talking in public and I have less confidence to talk in public. Every time I talk in public I get very nervous and I speak fast, I also become afraid that I will forget what I want to say ” (Student 08, questionnaire)

According to the statement above, Student 13 explained that when people stared at her, she would be anxious. The feeling of anxiety she suffered, negatively affected her speaking performance. She could not speak very well during her presentation. The impact of anxiety could be seen in Student 08’s statement as well, the student could speak fastly and she probably forgot the materials she had prepared. In line with Haryanto (2020)'s findings, nervousness made students blank about their materials.

In closing, according to the explanation above, the researcher concluded that public speaking anxiety correlated with the students’ academic performance and self-confidence. In an academic performance context, students would not be able to explain their materials clearly and confidently as they had planned and led to failure. The failure definitely affected students’ confidence. Haryanto (2020) stated that "anxiety hinders students from giving a successful oral performance" (p. 178).

Students’ Efforts in Minimizing their Lack of Self-confidence

In this part, the researcher will elaborate the efforts of *Academic Speaking* students in minimizing their lack of self-confidence. In the questionnaire and interview data, the researcher found that all the thirty – three (33) students mentioned more than just one effort. Efforts were the learning strategies that students did in order to have a good achievement during the learning process. According to the questionnaire and interview data, the researcher

concluded that there were three efforts that students made in order to improve their self-confidence. Further, the six efforts will be explained below.

Talking in front of a Mirror to Minimize Lack of Self-confidence

According to the data that had been collected, the researcher found that there were eleven out of thirty - three students, RA (Student 01), YV (Student 03), EF (Student 9), DR (Student 10), YY (Student 11), CR (Student 14), RM (Student 18), RC (Student 26), AS (Student 28), VN (Student 31), RM (Student 32), who claimed that talking in front of a mirror helped them increase their self-confidence. Talking in front of a mirror was an individual effort. The Students claimed that talking in front of a mirror was one of their efforts that they believed helped them in minimizing their lack of self- confidence. Students proved that talking in front of a mirror helped them improve their self-confidence. It can be seen from the following statements below.

“ I write down points that I want to share in the presentation and I practice it in front of a mirror” (Student 03, questionnaire, translated by researcher)

Also, another student in the interview said ;

“.. Before the presentation, I practice it in front of a mirror or ask my friend to practice using zoom and present it. At least I know what I am going to say later and it makes me more confident...” (SM, Student 32, interview/translated by researcher, November 27,2020)

According to the Student 03 and Student’ 12’s statement, it could be seen that talking in front of a mirror helped students prepare their presentation. Students could see themselves clearly through the reflection of a mirror. They knew how their appearance would be in front of the audience, they knew how to set their gestures when they were presenting their materials. This helped students become more confident because students would know what should be fixed before presenting so that they can reduce the mistake they probably made while they were presenting later on. In short, students had the view of how their presentation would look like. Supporting this statement, two students in the interview section also mentioned these statements below.

“... Before presenting, I will practice in front of the mirror or my phone camera. It gives me a view like “oh.., this is how my presentation will be..” (RC, Students 26, interview/ translated by researcher December 4, 2021)

“...Before presenting materials, I must practice in front of a mirror so that I feel more confident. Because if we look our self at mirror feels like it is the audience, it makes me feel less anxious...”(DR, Student 10, interview/translated by researcher, November 29,2020)

According to the Student 10 and Student 25’s statements above, they explained that this effort was trusted and had proved positively to help students’ increasing their self-confidence. Students could analyze every sentence that they were about to produce during their performance. Students could have imagined how their presentation would be and this was the main aim of talking in front of a mirror. Students would be able to give their best in presenting their materials clearly and confidently. Practicing their presentation in front of a

mirror definitely brought a good impact on students' academic achievement which in this case was in doing presentations using the English language. The practice strategy used by the *Academic Speaking* students was included in a characteristic of cognitive strategy. Samad and Kafryawan (2021) found that practicing was one the cognitive strategies mostly used by EFL.

In conclusion, according to all the advantages of talking in front of a mirror described above, the researcher concluded that by practicing students' presentations in front of a mirror, Students believed in their abilities which made them capable of delivering their materials confidently. Thus, practicing talking in front of a mirror before a presentation positively affected students' self-confidence. The feeling of confidence that students felt positively affected students' academic achievement specifically in speaking performance. Talking in front of a mirror was an individual rehearsal that provided more opportunity for students to practice their language proficiency. Hanifa (2018) described that the more chances students speak EFL, the lower their anxiety would be when speaking the foreign language.

Practicing Pronunciation to Minimize Lack of Self-confidence

In this research, the researcher found twelve students, H (Student 02), TI (Student 08), EF (Student 09), DR (Student 10), E (Student 12), CD (Student 14), GP (Student 15), CR (Student 16), RO (Student 19), PP (Student 22), AT (Student 24), GM (Student 33) explained that practicing pronunciation before doing their presentation was one of the efforts that helped them improve their speaking skills which will positively affected to their confidence. In order to be fluent in delivering their materials, these students practice their pronunciation. It can be seen from the following statements stated in the questionnaire below.

“ I also learn and practice on words that I do not know how to pronounce “(Student 09, questionnaire, translated by researcher)

“ I practice multiple times and I checked it whether the pronunciation is correct or not” (Student 10, questionnaire, translated by researcher)

“I practice several times until it sounded clearly and I am comfortable to pronounce it” (Student 14, questionnaire, translated by researcher)

According to Student 09, Student 10, and Student 14's statements, they explained that practicing pronunciation made them more fluent and confident. If the audience could listen clearly and understood what they were saying, they had successfully transferred their materials. They had reached the goals of their presentation. It would be a success for them. Doubtless, their confidence would be increased. The practice made the students better and perfect. The success that they achieved made them believed in their ability even more. Oktafiani & Yusri (2021) there is a strong correlation between trustworthiness and students' achievement. The more students trust in themselves, the higher their achievement will be.

According to the explanation above, the researcher assumed that practicing pronunciation brought positive impacts. In the academic context, students would be able to pronounce clearly, it meant that they had mastered one of the aspects of speaking skills. In a psychological context, students became more confident. They believed in their ability. They believed that they could overcome their inability which in this context was speaking skills. Wahyuningsih & Afandi (2020) asserted that confidence is badly needed in pursuing students' speaking proficiency (p.973).

Rehearsing with Friends to Minimize Lack of Self-confidence

Based on the data that had been collected, researcher found that eleven out of thirty-three students, H (Student 2), DD (Student 06), RD (Student 5), MH (Student07), TP(Student 13), RM (Student 18), DD (Student 20),RC(Student 26), AS (Student 28), VN (Student 31), SM (Student 32), mentioned that rehearsing with friends was one of the efforts that they usually did. Rehearsing with friends was included in a peer or group effort. Students believed that the existence of help from a friend would help their performance become better. The help they got helped them lower their lack of self confidence. It can be seen from the following statements during the interview below;

“ ... In my opinion, practicing with friends is really helpful. It reduced my anxiety in front of the audience...”(RM, Student 18, interview/translated by researcher, December 5,2020,)

Further, the other student also added the example of how their friends help them, it can be seen from the following statement below.

“... If there's a word that I do not know how to pronounce, I will be like “ Bro, how to pronounce this”? Then they will explain it to me, then I will follow it.. “(DD, Student 20. Interview/translated by researcher, November 28,2020)

According to Student 28’s statement, he definitely explained that he enjoyed and more comfortable learning with his friends. It is a fact that in Indonesia, some students were ashamed of asking questions to their teacher when they were in a class. Thus, students usually asked their own friends in order to help them solved their inability. An explanation from their friends helped students understand more about their materials. The help was not only about explanation but also correction for students’ mistakes. Supporting this statement, a student stated in the questionnaire the statement below.

“I need my friend to be my "teacher" for correcting my mistakes” (Student 06, questionnaire)

Furthermore, the other student stated the following statement below in the interview section.

“ talk with my friends helps me improve my vocabulary that I will use in the presentation, so it makes me more confident” (VN, Student 31, interview Mei 5, 2021,translated by researcher)

According to Student 06 and Student 31’s statements above, it was clearly described the advantages of doing rehearsal with friends. In Student 31’s case, a help from a friend helped her improve her vocabulary knowledge which was definitely related with the quality of her presentation. Her presentation would be better and it must have affected her confidence. In Student 06’s case, the help from a friend was about correcting her mistake , leading her to speak correctly and choosing the materials of her presentation appropriately. Rehearsing with friends was actually the characteristic of social strategy that EFL students tended to use. Anisah & Kurniasih (2017) explained that interaction with others during the learning process; asking, clarification, explanation, and giving correction was counted as the socio-affective strategy that was used by EFL learners.

According to all the elaboration above, the researcher concluded that the advantages of rehearsing with friends positively affect students' academic achievement. The advantages of rehearsing with friends helped students not only in the academic context only but in the psychological context which increased students' self-confidence. Rehearsing was a must for students before doing a performance. Rehearsing helped students understand their materials more and prepared themselves better. In line with Hanifa (2018) asserted that both fluency and accuracy could be enriched by doing rehearsals.

Mastering Materials to Minimize Lack of Self-confidence

Based on the data that had been collected, the researcher found that eleven students, YV (Student 03), DR (Student 10), E (Student 12), CD (Student 14), GP (Student 15), CR (Student 16), TI (Student 18), RO (Student 19), PS (Student 22), VN (Student 31), and SM (Student 32) mentioned that mastering their presentation's materials was one of the efforts they did. Mastering materials helped students in increasing their confidence before doing their presentation. Students needed to master their materials so that they could explain to the audience. In the interview section, a student stated the statement below.

“..I need to master my materials very well, so that even though there's something that I forget,I will do improvisation using other words that match with the topic” (SM,Student 32, interview/translated by researcher, November 27, 2020)

Furthermore, another student also explained in the interview section,how to master their materials;

“ ...I will read my materials several times. It helped me master my materials...” (DR, Student 10, interview/translated by researcher, November 29,2020)

Based on the statements stated by Student 10 and Student 32, mastering materials was an important thing to do before doing a presentation. Mastering materials helped students reduce their anxiety. Mastering materials made students look more ready for their presentation.It helped them perform their best. It can be seen from Student 32' statement, even though the student forgot about what she was about to say, the deep understanding she had by mastering materials helped her even though she needed to use other words. Rai (2010) explained that the basic preparation that needs to be done before communicating to others is having a good understanding about the topic (as cited in Hanifa. 2018, p. 233)

In conclusion, the researcher confidently stated that mastering materials was an effort that must be used by all the students before doing a presentation. Students would successfully reach the goals of their presentation if they had mastered their materials well. Hanifa (2018) stated in his study, students have to realize that information about the topic must be mastered if they want to perform confidently.

Making Notes to Minimize Lack of Self-confidence

According to the data that had been collected, eight out of thirty -three students, DD (Student 06), MH (Student 07), GP (Student 15), DD (Student 20), RC (Student 26), DK (Student 25), EC (Student 27), VN (Student 31) mentioned that making notes was one of their efforts in preparing their presentation. Making notes was included in an individual effort. The use of making notes helped students to talk orderly which made their presentation better to be understood. It can be seen from the following statements students stated during the interview section below.

“... Making notes helps me understand the spotlight, I know where I move and so on. It gives me clues in my mind so it was really helpful... “(DD, Student 20, interview/ translated by researcher, November 28, 2020,)

“... making notes helps me understand more about the general info I want to share, it guides me to move from one topic to another...”(RC, Student 26, interview/translated by researcher)
According to the two statements above, strategies of making notes had helped students explain their materials clearly. In Student 20’s case, the student would not miss any point because of the making notes strategies she used. Furthermore, in Student 26’s case, making notes strategies helped her move smoothly from one topic to the other topic. According to the statements stated from Student 20 and Student 26, it can be seen that making notes strategies helped students in building a good speech during their presentation. A good speech led to a successful performance and it surely increased their confidence.

According to the elaboration above, the researcher concluded that the note taking strategy was helpful and effective in helping students delivered their materials during presentation. The note taking strategy positively helped students reach the goals of their presentation. Taking notes was actually the characteristic of metacognitive strategy that was commonly used by EFL students in the learning process. Another researchers (Samad & Kafrayan, 2021; Anisah & Kurniasih) explained that taking notes, planning progress, summarizing, and keywords were listed in the metacognitive strategies.

Watching YouTube Videos to Minimize Lack of Self-confidence

In this research, the researcher found three students, GP (Student 15), RC (Student 26), RS (Student 17) mentioned that watching videos was an effort that could help them increase their confidence in doing presentations. Through watching videos, students learned more knowledge about presenting that they probably had not gotten in school. It can be seen from the following statements stated in the questionnaire below.

“I tried to watch Ted Talks videos more often. Besides helped me in my speaking skills, I learned another information as well” (Student 17, questionnaire, translated by researcher)

“I watched videos talked about how to do a better presentation (Student 26, questionnaire, translated by researcher)

It can be seen from the two statements above, Student 17 and Student 26 explained that watching YouTube videos brought a good impact in their learning progress. According to Student 17, watching Youtube videos taught her not only about speaking skills but also other knowledge as well. According to Student 26, she was able to learn more about doing a good presentation. Furthermore, a student in interview section stated that;

“ I learned how to pronounce through videos, I learned about expression used and how to get people’s attention” (GP, Student 15, interview/translated by researcher, July 24, 2021)

According to Student 15’s statement, she explained that there were a lot of things that could be learned from watching YouTube videos. Watching YouTube videos helped students become more confident because of the knowledge they got. Through watching videos students learned how to speak accurately, students were exposed to many dialects and accents, students learned new vocabulary, how to make good gestures, and how to get attention from the audience. Nadiya, *et al* (2021) explained videos provided an excellent way to combine several knowledge and language learning.

In conclusion, according to the advantages that had been described above, the researcher strongly believed that watching through You-Tube videos was an effort that was impactly positive towards students' speaking performance. Meinawati,*et al* (2020) asserted that YouTube is suitable for teaching English speaking skills.

CONCLUSION

The aim of this study was to find out the total number of the students who were unconfident in speaking English language academically, the causes of students' lack of self-confidence encountered by *Academic Speaking students* FLA-UKSW and the efforts that had been implemented by the students to overcome the lack of self - confidence. Based on the data that had been collected, the total number of students who were unconfident speaking academically were twenty - six (26) out of thirty - three (33) students or in percentage was 79.4%. The causes of students' lack of self-confidence were influenced by three causes. The first was fear of making mistakes, about linguistic problems with 30,3 % because of grammatical errors, 33,3% because of lack of vocabulary knowledge and 21,2% because of lack of pronunciation. The second was lack of adequate speaking skills with 21,2 %.. The third was 12,12% because of speaking public anxiety and the last was personal experience of getting mockery with 9 %.

Thirty - three (33) Students who were afraid of making mistakes worried about being judged negatively because of their mistakes. Seven students were still dealing with the lack of speaking skills. Four students claimed that public speaking anxiety made their confidence decreased. Three students believed that their linguistic inability became a mockery for their performance. Compiling all the causes, students who were dealing with lack of self-confidence avoided the negative impacts of their inability by being passive in a class during the learning process.

Furthermore, the efforts that students chose in order to minimize their lack of self-confidence were categorized individually and peers or grouping. All the students mentioned more than just one effort. The individual effort consists of talking in front of the mirror, making notes, pronunciation speaking practice, mastering materials and the last was watching videos. Twelve (12) students claimed that talking in front of the mirror was one of their efforts that helped them improve their confidence. Not only that, thirteen (13) students claimed that speaking practice helped them speak more fluently. Furthermore, eight (8) students explained that taking notes helped them speak orderly. Eleven students claimed that preparing materials helped them have deep understanding so that they could do their presentation well which positively affected their confidence. Lastly, three students mentioned that watching videos of presentations helped them became more confident because of the knowledge they got.

Concluding all the facts that had been found in this study, these findings suggest teachers should support their students to overcome the causes of their lack of self-confidence and also give them more ideas about how to handle their inability while speaking English language. Teachers are also suggested to support their students in the learning progress by giving a compliment, even though the students made mistakes which surely will impact their confidence. Moreover, teachers should be aware of the mockery that the audience gives toward students' so that the incident of mockery will be reduced and students will be able to give their best performance in speaking class. For students, this research hopefully can help students who are dealing with lack of self- confidence in speaking class. Students can be more aware of the causes of their lack of self-confidence and capable to overcome the difficulties based on the case they are dealing with.

The limitation of this study only focused on the causes of students' lack of self-confidence and the efforts implemented by the students in the Academic *Speaking* course. According to the findings, there were still many chances to analyze more about the causes of lack of self-confidence for EFL students. Thus, the researcher suggested for future researchers to identify the causes of lack self-confidence from lecturers' opinion and explore lecturer's suggestions on how to overcome the lack of self-confidence. Other findings from lectures' perspectives can give more ideas and help EFL students to handle their lack of self-confidence.

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