
ANALYSIS OF SELF-CONFIDENCE IN THE USE OF THE ENGLISH LANGUAGE

Hidayatul Faridah¹, Alifa Suri Rahmadhina², Muhamad Solih³

Sekolah Tinggi Agama Islam Kuningan , Indonesia

hidayatul@staiku.ac.id¹, alifa.dhinaa@gmail.com², muhamadsolih@gmail.com³

Abstract

This study explores the self-confidence of education professionals in using English in Cipicung District, Kuningan, West Java. Employing a qualitative descriptive method, the research involved 40 participants selected through purposive sampling. Data were collected via structured interviews based on four indicators: belief in one's abilities, independent decision-making, positive self-concept, and assertiveness. The findings reveal that most participants have low speaking skills and limited vocabulary, leading to hesitation, anxiety, and a tendency toward passive communication. While listening and writing abilities were relatively stronger, speaking in English remained a major challenge. Environmental factors, lack of supportive practice opportunities, and criticism over pronunciation and word choice further affected confidence levels. Nevertheless, many participants maintain strong motivation to improve, engaging in informal strategies such as watching English films, listening to music, and using vocabulary-learning applications. The study emphasizes the need for supportive environments and consistent speaking practice to foster self-confidence and enhance English communication skills among educators and educational staff.

Keywords: *English Language, Self-Confidence, use of a Second Language*

Introduction

Language is one of the tools to help communication between someone and other people. Language is an important thing that a person must master in conveying messages and ideas to other people, including using English. English itself is an international language used by everyone in the world. According to (Hakim et al., 2020), English is a language used for diplomacy and international communication, business, tourism, education, science, computer technology, media, the internet and many more. In line with this opinion, English is an inseparable part of various fields of life, especially in education, where educators and education staff must master English to support the quality of education. In this case, educators and education staff are required to be able to communicate fluently using English (Reynolds et al., 2023).

As in the results of the pre-research, several people had difficulty communicating using English. The visible difficulty is difficulty in speaking. This difficulty is the most essential thing that every human being must master in communicating. All humans need the ability to speak in the form of language to convey messages to other people. This is in line with the opinion of (Hořková-Mayerová, 2014). The ability to communicate and use a foreign language is not just a matter of linguistics. Living language cannot be reduced to an abstract grammatical system, and its use implies mastering situations in which it is used (White, 2021).

There are four primary skills in learning English: speaking, reading, writing, and listening. Speaking seems more intuitive regarding its primary importance in real life (Ali, 2022). Speaking is oral communication and is an essential component of early

learning English. It can be an essential foundation for developing other skills, such as reading, writing, and listening. In this case, beginners will encounter difficulties such as vocabulary, intonation in speaking, and grammar (Jalolova, 2023). Speaking skills are the central aspect that must be trained, where someone must practice speaking with their communication partner. If they are not trained, they will not be successful. Speaking English is a productive skill where someone needs activity in the learning process. Apart from that, they also dare to take risks when practicing speaking. Having enough courage to try speaking English will increase their self-confidence (Ardhana & Sadikin, 2025). Here, Gab appears that having enough courage will increase self-confidence, but here, it is seen that someone is brave enough to communicate using English but is afraid or not confident in what he is saying.

Self-confidence comes from English, which can be interpreted as "self-confidence". Syam & Amri, (2017) argue that self-confidence is an essential aspect of a person's personality. If someone does not have self-confidence, that person will have many problems. The importance of self-confidence is one factor in a person's success in learning or speaking English. Self-confidence is confidence in one's abilities and judgment in carrying out tasks and choosing a practical approach (Halilsoy, 2024). This includes confidence in one's ability to face an increasingly challenging environment and in one's decisions or opinions. Someone with high self-confidence will speak or communicate in any situation.

There are several characteristics of someone who is said to have self-confidence; as stated by Hendriana et al., (2017) there are four leading indicators for measuring self-confidence, namely: 1) believing in one's abilities, 2) acting independently in making decisions, 3) having a concept positive self, and 4) dare to express opinions. This confident attitude must be a point of attention in every person's English learning process because this will affect a person's communication quality. This aligns with research conducted by (Ghafar, 2023). The Effect of Language Preparation on Communication Skills and Growth of Students' Self-Confidence, where someone needs communication preparation to grow their self-confidence. Based on the explanation above, researchers are interested in researching self-confidence analysis in English.

Method

The research method used in this study is qualitative research with a descriptive approach. This approach aims to deeply understand social phenomena and human behavior from the participants' perspective, emphasizing context and the meaning of their experiences. The descriptive approach focuses on portraying the actual conditions related to the self-confidence and independence of teaching and educational staff in Cipicung District, Kuningan, West Java. The sample consists of 40 individuals selected using purposive sampling to meet the research criteria. Data were collected through structured interviews based on four main indicators: self-efficacy, defined as an individual's belief in their ability to complete tasks; acting independently in decision-making; having a positive self-concept; and assertiveness, or the courage to express one's opinion. These indicators guide the interviews to gain a comprehensive understanding of the psychological and behavioral aspects of participants in their work context (Creswell & Poth, 2016).

Result and Discussion

Results of interviews conducted by researchers from 24 - 30 November 2023 with 40 subjects in the Cipicung District, Kuningan, West Java, Indonesia, with a work background in the education environment. The interviews conducted by researchers were guided by the self-confidence indicator and consisted of 10 questions. From the first

question regarding your ability to communicate using English on a scale of 1-10, the average result from the interview was that the ability to communicate in English mainly was at numbers 5 to 7, and some felt it was at numbers 2 and 3. With this, it can be concluded that English language skills are still low and must be improved using suitable media. This is relevant to research by regarding Efforts to Improve English Language Skills through the Study Visit Abroad Program (Krishnapatria, 2021). Efforts were made to improve the English language skills of undergraduate students in the Department of Electrical Engineering Education through a series of activities during the study program visit.

The second question regarding which level is the highest is whether it is English language ability, writing ability, listening ability, or speaking ability. These questions resulted in 11 people having writing skills, 25 with listening skills, and 4 with speaking skills. From these answers, it can be concluded that of these 40 subjects, on average, their speaking skills are still low, but they are more skilled in listening and writing skills. This aligns with research conducted by, which explains how to improve English speaking skills using conditional material followed by commands/suggestions using a three-step interview learning strategy. The results of this research were considered successful, as shown by the data. In cycle I, the average score obtained by new students reached 60% completeness with an average student score of 68.48, while in cycle II, completeness showed an increase to 84% with an average student score of 80. Interview Learning Strategy can improve students' speaking skills in learning English.

The third question is about how you feel when communicating using English. In getting answers, they generally reasoned that they felt awkward, confused and afraid because they thought about the vocabulary and the surrounding environment. With this, they need to improve their learning so that they will have the ability to have a more expansive vocabulary. This is relevant to research conducted by regarding the Influence of Vocabulary Mastery and Self-Confidence on English Learning Achievement (Li, 2021). By showing the results of his research on English learning achievement, it can be concluded that (1) there is a significant influence of vocabulary and self-confidence together on the English learning achievement's students; this is proven by $\text{Sig} = 0.000 < 0.05$ and $t_{\text{count}} = 4.338$.

The fourth question is about how confident you are when speaking in English. The average answer from the subjects was that they did not have confidence in using English. Furthermore, with the question of how often you communicate using English, you get an average answer from subjects who have passive communication in using English. From the two questions above, it can be concluded that a person must get used to speaking in English. When we choose passive, it will not increase our vocabulary. This aligns with statement regarding students learning English who are always constrained by pronunciation, vocabulary, and language structure (grammar). To overcome students who are lazy about learning English, create a comfortable learning environment and diligently memorize vocabulary. In other words, get used to speaking English starting from daily conversations and practice repeatedly to get used to it.

The fifth question is how to hone your English skills on what subject. Of the 40 subjects, on average, they learned by listening to music, watching films in English, and using applications to learn vocabulary. The next question regarding feelings when communicating using English received the answer that they felt happy when communicating using English, while respondents who did not feel happy were because they did not understand the language. This is in line with the statement by that many aspects must be studied in order to be able to communicate in English well and correctly. One of them is vocabulary. Vocabulary is an essential foundation (Imansyah, 2025). In

line with the results of research conducted by that difficulties and learning media for English vocabulary for students at SMP Negeri 2 Gebang can be overcome by using digital learning media to attract students' interest in class, namely WhatsApp, Google classroom and the Quiz application in learning a language, both English and other languages.

The sixth question concerns the motivation of the environment around you to support communicating using English. On average, they answered that the subject's environment did not support the use of English and still tended to be passive in communicating using English. The final question concerns when the subject has been criticized for trying to communicate using English. Of the 40 subjects, on average, they answered that they were criticized when trying to communicate using English because their pronunciation had incorrect vocabulary. However, the more motivated they were by these insults, the greater their desire to be able to practice their English language skills.

From the answers above, it can be concluded that some subjects have passive communication due to their lack of vocabulary, so they often get criticized when trying to speak English, but this does not reduce their enthusiasm to continue learning and be able to practice their abilities.

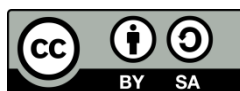
Conclusion

Based on the results of the research analysis above, out of 40 people who have a background in education in the Cipicung sub-district, Kuningan, West Java, Indonesia they still have problems related to self-confidence, where they still have low speaking skills and a lack of vocabulary, so they have related fears. Confidence when applying to communicate using English. However, this does not hinder their motivation to continue learning to communicate using English daily.

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