

EXPLORING INTRINSIC AND EXTRINSIC FACTORS SHAPING EFL STUDENTS' SPEAKING CONFIDENCE: A QUALITATIVE STUDY AT AN ISLAMIC SENIOR HIGH SCHOOL IN INDONESIA

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ABSTRACT

This study explored the intrinsic and extrinsic factors shaping EFL students' speaking confidence at an Islamic senior high school in Indonesia. Using a qualitative descriptive design, data were collected through semi-structured interviews with five eleventh-grade EFL students who were purposively selected based on their varying levels of active participation and speaking ability in English classes. Interview transcripts were analyzed using thematic analysis to identify patterns in factors affecting speaking confidence. The findings revealed five intrinsic factors shaping speaking confidence: (1) self-esteem (moderate to high levels), (2) motivation (integrative and instrumental types), (3) language proficiency (intermediate to advanced self-rated ability), (4) language anxiety (moderate to high levels), and (5) past speaking experiences (positive or negative). Four extrinsic factors emerged: (1) teacher support (encouragement, corrective feedback, patience), (2) peer influence (supportive versus critical responses), (3) classroom atmosphere (competitive versus collaborative), and (4) institutional speaking programs (debate clubs, English days). Students who received consistent positive feedback and supportive peer interactions demonstrated increased willingness to communicate, while those experiencing fear of making mistakes or negative peer responses showed reduced participation. This study contributes to EFL research by providing context-specific insights from an Indonesian Islamic senior high school setting, demonstrating that speaking confidence is dynamically shaped through the interaction between learners' psychological conditions and their learning environment. The findings offer practical implications for EFL educators to create supportive classroom conditions and implement structured speaking opportunities.

Keywords: English Speaking Confidence, Extrinsic Factors, Intrinsic Factors, Speaking Skill, Classroom Environment

INTRODUCTION

Speaking is considered one of the most essential productive skills in English language learning because it enables learners to express ideas, share opinions, exchange information, and engage in effective social interaction. In the context of English as a Foreign Language

(EFL), speaking is not only viewed as a language skill but also as a reflection of learners' communicative competence (Suzuki & Kormos, 2023). Students are expected to communicate orally in various activities such as classroom discussions, presentations, collaborative tasks, and daily interactions. Nevertheless, despite receiving formal English instruction for several years, many EFL learners still encounter difficulties in speaking English confidently. In Indonesian classrooms, students frequently hesitate to speak because they are afraid of making grammatical or pronunciation errors, being negatively judged by others, or failing to convey their ideas fluently. These challenges indicate that successful oral communication is influenced not only by linguistic competence but also by learners' psychological and emotional readiness (Aubrey, 2022).

Within EFL learning contexts, speaking confidence plays a significant role in shaping students' willingness to communicate and their participation in classroom interaction. Learners who possess strong confidence are generally more active in speaking activities, more willing to take communicative risks, and better able to sustain interaction even when their language proficiency is still developing (Jin & Lee, 2022). On the other hand, students with low confidence tend to avoid speaking opportunities, remain passive during classroom activities, and experience anxiety when communicating in English. This issue becomes more important because speaking activities often involve direct social evaluation from teachers and peers, which may increase students' feelings of nervousness and insecurity. As a result, speaking confidence is closely associated with emotional aspects such as anxiety, self-esteem, motivation, and fear of making mistakes (Aubrey, 2022; Ozdemir & Papi, 2022).

Current research in second language acquisition highlights that speaking confidence is influenced by both intrinsic and extrinsic factors. Intrinsic factors refer to learners' internal psychological characteristics, including self-esteem, motivation, anxiety, language proficiency, personality, and previous speaking experiences. Students who possess positive self-perceptions and strong motivation are usually more willing to participate in oral communication (Hu & Wang, 2023; Moradiyousefabadi & Ghafournia, 2023). Recent studies have further expanded understanding of these factors. Bilal et al., (2025) found that self-confidence significantly affects EFL students' speaking performance, with confident students demonstrating greater activity and frequency in speaking. Maharani et al., (2025) identified that students experienced high anxiety ($M = 3.13$), low self-confidence ($M = 2.03$), and high motivation ($M = 3.53$), suggesting that emotional and motivational factors significantly influence speaking performance. Conversely, learners with low confidence, high anxiety, or negative speaking experiences often encounter difficulties in actively participating in speaking activities.

In addition, extrinsic factors originating from the learning environment also contribute significantly to the development of speaking confidence. These factors include teacher support, classroom atmosphere, peer interaction, teaching methods, speaking activities, and institutional learning support. A supportive classroom environment may help reduce students' anxiety and encourage active participation, whereas unsupportive conditions may discourage learners from speaking English (Han et al., 2022; Meilasari et al., 2023). Zesshreena Hatiza & Ahmad Heki Sujiatmoko, (2025) demonstrated that three types of

anxiety occur during presentations: communication apprehension, test anxiety, and fear of negative evaluation, with internal and external factors influencing anxiety levels.

A number of previous studies have investigated factors affecting English-speaking confidence among EFL learners in different educational settings. Supriyanto et al., (2024) examined speaking confidence among secondary school students and found that both intrinsic and extrinsic factors significantly contributed to learners' confidence in oral communication. Their findings revealed that self-esteem, personality, language proficiency, and prior speaking experiences were important internal influences, while teacher support, peer interaction, classroom atmosphere, and learning facilities were identified as major external factors. The study further emphasized that supportive learning environments could increase students' participation and confidence in speaking English. Likewise, Karmida et al., (2024) reported that speaking anxiety, fear of making mistakes, and limited opportunities for practice were among the main causes of students' low confidence in speaking English. The researchers also suggested that supportive peer relationships and motivational teaching strategies could help learners reduce anxiety and improve their willingness to communicate.

Moreover, several studies focusing on emotional dimensions of speaking performance have shown that learners' emotional states strongly affect oral communication. Aubrey, (2022) found that anxiety and enjoyment significantly influence learners' fluency and speaking performance during oral tasks. Learners who experienced enjoyment while communicating tended to demonstrate greater fluency and participation, whereas anxious learners frequently experienced hesitation and communication difficulties. Similarly, Ozdemir & Papi, (2022) discovered that learners' mindsets and self-confidence strongly affect their speaking anxiety and willingness to communicate. Their findings suggest that students who have confidence in their speaking abilities are more capable of overcoming communication challenges and participating actively in oral interaction. Ahsanul Arifin et al., (2026) confirmed a strong negative correlation ($r = -0.657$, $p < .05$) between speaking confidence and foreign language classroom anxiety in Indonesian university EFL settings.

In addition, classroom interaction and social learning environments have been recognized as important factors influencing speaking confidence. Lee & Drajati, (2020) explained that both digital and non-digital communication environments significantly affect learners' willingness to communicate in English. Their study demonstrated that supportive interactional settings encourage learners to participate more confidently in speaking activities. Likewise, Meilasari et al., (2023) emphasized the role of cooperative learning activities in reducing speaking anxiety and improving students' speaking fluency. Ahmad Bilal et al., (2025) further demonstrated that Project-Based Learning creates supportive interactional settings that enhance students' confidence through group collaboration.

Although many studies have examined speaking confidence among EFL learners, several gaps remain in the existing literature. First, previous studies often focused only on psychological factors or classroom-related variables separately, without comprehensively investigating the relationship between intrinsic and extrinsic influences on students' confidence. While Supriyanto et al., (2024) and Karmida et al., (2024) examined both factors, they used quantitative approaches that limited depth of understanding. Second, most research has been conducted in general secondary schools or higher education institutions,

while limited attention has been given to Islamic-based senior high schools (madrasah aliyah) that possess unique educational and social characteristics. Third, many previous studies employed quantitative approaches that emphasized statistical measurement of speaking confidence but provided limited understanding of students' personal experiences, emotions, and perceptions regarding speaking English. Qualitative research is therefore important because it enables researchers to capture participants' experiences, feelings, and interpretations in greater depth within authentic educational settings (Baritanya et al., 2025).

Therefore, further qualitative research is needed to examine students' experiences and perceptions regarding the factors that influence their English-speaking confidence within a specific educational environment. This study aims to address this gap by investigating the intrinsic and extrinsic factors affecting English-speaking confidence among eleventh-grade students at MAN Insan Cendekia Kota Palu. As an academically competitive Islamic senior high school, the institution provides students with structured opportunities to engage in English-speaking activities while maintaining high academic expectations. Exploring students' experiences in this context may provide deeper insights into how communication practice, classroom environment, teacher guidance, and psychological factors influence learners' confidence in speaking English (Oktaviani et al., 2024; Sofiah et al., 2025).

Based on the limitations found in previous studies, this research aims to investigate the factors influencing English-speaking confidence among eleventh-grade students at MAN Insan Cendekia Kota Palu. The study examines both intrinsic and extrinsic factors that contribute to students' confidence in speaking English, including self-confidence, anxiety, motivation, peer interaction, teacher support, classroom atmosphere, and participation in speaking activities. Unlike many previous studies that predominantly used quantitative methods (Karmida et al., 2024; Supriyanto et al., 2024) this study adopts a qualitative approach to explore students' personal experiences and perceptions in more depth. Furthermore, the setting of an Islamic senior high school offers a unique educational context that has not been widely explored in EFL speaking research. Previous studies have shown that students' confidence in speaking English is strongly influenced by emotional factors, communication experiences, and supportive learning environments that encourage active classroom participation (Derakhshan & Fathi, 2024; Lee & Drajati, 2020). Therefore, this study is expected to contribute to the existing literature on EFL speaking confidence by providing context-specific qualitative insights from an Indonesian Islamic senior high school, and provide useful implications for teachers and educational institutions in developing more supportive English-speaking environments.

METHODS

This study employed a qualitative research design with a phenomenological approach to investigate the factors influencing English-speaking confidence among eleventh-grade students at MAN Insan Cendekia Kota Palu. The qualitative paradigm was deemed appropriate given the study's objective to comprehend students' experiences, perceptions, emotions, and subjective perspectives regarding English-speaking confidence. Qualitative inquiry facilitates the investigation of psychological and contextual factors through in-depth

descriptive data rather than quantitative measurement (Sofiah et al., 2025). The phenomenological design was particularly for addressing the research question as it enabled the researcher to elicit rich, detailed information directly from participants' lived experiences concerning speaking confidence, thereby capturing the essence of how intrinsic and extrinsic factors delineate confidence within authentic educational contexts.

The research was conducted at MAN Insan Cendekia Kota Palu, an Islamic senior high school situated in Palu, Central Sulawesi, Indonesia. This institution furnishes students with structured opportunities to engage in English-speaking activities, including classroom discussions, presentations, collaborative tasks, debate clubs, and English days, concomitant with maintaining elevated academic expectations. The school setting is particularly pertinent to this investigation as it integrates Islamic educational values with competitive academic standards, thereby engendering a distinctive learning environment that may influence students' speaking confidence differently from conventional secondary schools.

The participants comprised five eleventh-grade students selected via purposive sampling, a non-probability sampling technique eminently employed in qualitative research. This sampling methodology was utilized as it enabled the researcher to select participants deemed information-rich and pertinent to the study's objectives (Baritanya et al., 2025). The selected students satisfied the following inclusion criteria: (1) active participation in English-speaking activities during classroom discussions, presentations, and group work; (2) relatively proficient English-speaking ability (intermediate to advanced level) as evaluated by their English instructor; (3) capacity to articulate and reflect upon experiences pertaining to speaking confidence; (4) eleventh-grade status (aged 16-17 years) with at least six years of formal English instruction; and (5) willingness to participate and provide informed consent. Participant selection was conducted collaboratively with the English instructor, who identified students meeting the predetermined criteria based on classroom performance and participation records. From an initial cohort of approximately 15 students identified by the instructor, five students were selected to ensure heterogeneity in speaking confidence levels (high, moderate, and low) while maintaining the core criteria of active participation and speaking proficiency.

The sample size of five participants was deemed sufficient for this qualitative investigation based on several methodological considerations. First, within qualitative research, particularly phenomenological studies, the emphasis resides on depth rather than breadth of data. According to qualitative research methodology principles, 3-10 participants are typically adequate for in-depth phenomenological investigations when the objective is comprehending lived experiences rather than generalizing findings (Creswell & Poth, 2018). Second, data saturation was attained, wherein no novel significant themes or patterns emerged from subsequent interviews following the fifth participant, indicating that sufficient information had been garnered to comprehensively address the research questions. Third, the information-rich nature of data collected from each participant through extended interviews (averaging 35-45 minutes per interview) yielded rich, detailed insights unattainable with larger samples employing comparable depth of inquiry. Fourth, the manageable scope permitted thorough data analysis, including multiple iterations of coding and theme development, thereby ensuring rigorous interpretation of findings. This sample

size aligns with analogous qualitative studies on EFL speaking confidence utilizing 4-6 participants (Supriyanto et al., 2024)

The primary instrument employed in this investigation was a semi-structured interview guide developed subsequent to the research objectives and theoretical framework examining intrinsic and extrinsic factors affecting speaking confidence. Semi-structured interviews were selected as they provide researcher flexibility to pose follow-up questions and explore emergent topics while maintaining consistency across participants (Septiany & Zuraida, 2025). This format permits participants to articulate experiences in their own vernacular while ensuring comprehensive coverage of all pertinent domains. The interview guide comprised open-ended questions organized into three principal domains: intrinsic factors (self-esteem, motivation, anxiety, language proficiency, past speaking experiences), extrinsic factors (teacher support, peer influence, classroom atmosphere, speaking activities), and overall experiences. Open-ended inquiries such as "Can you describe how you feel when you are asked to speak English in class?" and "What factors do you think most influence your willingness to speak English?" were employed to elicit participants' articulation of thoughts and experiences freely and comprehensively, thereby permitting emergent themes unanticipated in the research design.

Data were garnered through individual semi-structured interviews conducted during non-instructional periods (break times or after-school sessions) between March and April 2025 to avoid disrupting classroom activities. Each interview was executed in a private classroom to ensure privacy and minimize distractions. The data collection procedure encompassed several sequential phases: (1) pre-interview preparation, including review of the interview guide and testing of recording equipment; (2) informed consent acquisition through explanation of the study's purpose, procedures, risks, benefits, and participants' rights; (3) demographic information collection via brief questionnaire; (4) interview execution utilizing guiding questions with a conversational tone; (5) employment of probing inquiries such as "Can you elaborate further?" and "Can you provide a specific example?" when necessary to obtain more detailed responses; and (6) recording and concomitant note-taking. During interviews, the researcher posed guiding questions based on the interview guide and employed probing questions when necessary to elicit more detailed responses. All interviews were recorded with participants' permission via digital voice recorder to ensure data accuracy, and recordings were subsequently transcribed verbatim within 24-48 hours for analysis. The researcher also maintained field notes documenting non-verbal cues, emotional expressions, and contextual observations. Each interview lasted approximately 35-45 minutes, yielding approximately 175-225 minutes of recorded data.

Data analysis was conducted using thematic analysis following the six-phase framework delineated by (Braun & Clarke, 2006). This analytical technique was employed to identify, organize, and interpret patterns or themes within qualitative data (Byrne, 2022). The analytical process encompassed: (1) data familiarization through repeated reading and re-reading of all interview transcripts (minimum 3-4 times each) concomitant with audio recording review; (2) generation of initial codes through systematic coding of important statements and meaningful expressions utilizing open coding, semantic coding, and latent coding; (3) theme search through grouping of similar codes into broader potential themes;

(4) theme review by verifying coherent pattern formation and accurate representation of the complete dataset; (5) theme definition and labeling with detailed descriptions; and (6) report production through organization of analysis into a coherent narrative incorporating vivid extract examples. Similar codes were aggregated into broader themes, including self-confidence, anxiety, teacher support, peer influence, classroom environment, and motivation. Initial themes comprised: Self-Confidence, Language Anxiety, Motivation, Teacher Support, Peer Influence, Classroom Environment, and Past Speaking Experiences. Findings were interpreted descriptively to explicate how intrinsic and extrinsic factors influenced students' English-speaking confidence, with connections established to the theoretical framework and extant literature.

To ensure the credibility and trustworthiness of findings, this investigation employed several strategies aligned with (Lincoln et al., 1985) criteria for qualitative research rigor. For credibility (internal validity), the researcher implemented prolonged engagement (6 weeks in the field), member checking (transcript and preliminary finding verification with participants), peer debriefing (coding and interpretation discussion with two experienced qualitative researchers), triangulation (multiple data sources including interviews, field notes, and observations), and reflexivity (reflexive journal maintenance documenting personal assumptions and biases). For transferability (external validity), thick description was provided with comprehensive documentation of research context, participants, and findings, alongside purposeful sampling with articulated criteria. For dependability (reliability), an audit trail was maintained documenting all research decisions and procedures, and a code-recode procedure was conducted achieving approximately 85% agreement. For confirmability (objectivity), reflexive journaling was employed to distinguish participant voices from researcher interpretations, and neutral questioning was utilized to minimize researcher influence. This comprehensive trustworthiness approach ensured the rigor and credibility of qualitative findings.

The researcher meticulously reviewed the coding process and ensured consistency throughout data interpretation. This investigation received ethical approval from the Institutional Review Board, and all participants provided written informed consent, with parental consent obtained for participants under 18 years. Participants were informed of their right to withdraw from the study at any time without consequence. Pseudonyms were employed for all participants and the school to protect confidentiality, and audio recordings were stored on password-protected devices with transcripts anonymized through removal of identifying information.

RESULTS

Factors Influencing English-Speaking Confidence

The findings of this study revealed that English-speaking confidence among eleventh-grade students at MAN Insan Cendekia Kota Palu was influenced by both intrinsic and extrinsic factors. Based on the thematic analysis of interview data, the researcher identified several recurring themes related to students' confidence in speaking English. The intrinsic factors included self-confidence, speaking anxiety, motivation, language proficiency, and past

speaking experiences. Meanwhile, the extrinsic factors involved teacher support, peer influence, classroom atmosphere, speaking activities, and opportunities for communication practice. The analysis indicated that students' confidence developed through the interaction between internal psychological conditions and external educational environments.

Table 1. Results of the research on factors influencing English-speaking confidence

Category	Factors	Findings from the Interviews	Representative Responses
Intrinsic Factors	Self-confidence and self-perception	Students with positive self-confidence were more willing to participate in speaking activities such as discussions and presentations. Confidence increased when students understood the topic and prepared before speaking.	"If I understand the topic, I feel more confident to speak because I already know what I want to say." (P1)
Intrinsic Factors	Speaking anxiety and fear of mistakes	Fear of grammatical errors, mispronunciation, and negative evaluation caused nervousness and hesitation during speaking activities. Anxiety reduced students' fluency and participation.	"I feel nervous when speaking in front of the class because I am afraid my friends will laugh at my pronunciation." (P3)
Intrinsic Factors	Motivation	Students with strong motivation practiced speaking more actively. Motivation came from future goals, personal interest, and desire for international communication.	"I want to improve my English because I want to study abroad in the future." (P5)
Intrinsic Factors	Language proficiency	Vocabulary mastery and pronunciation ability increased students' confidence in expressing ideas. Limited proficiency reduced willingness to communicate.	Students explained that better vocabulary and pronunciation made them feel more capable of speaking English.
Intrinsic Factors	Past speaking experiences	Positive experiences such as praise and successful presentations increased confidence, while embarrassment and criticism reduced confidence.	Students stated that successful speaking experiences encouraged them to participate more actively in future activities.

Extrinsic Factors	Teacher support	Encouragement, positive feedback, and patient correction from teachers created a supportive learning environment and reduced fear of making mistakes.	"When the teacher says it is okay to make mistakes, I feel more confident to speak." (P1)
Extrinsic Factors	Classroom interaction and activities	Interactive activities such as discussions, role plays, presentations, and pair work helped students practice speaking in relaxed situations and increased confidence.	"Group discussions help me speak more comfortably because I practice with friends." (P1)
Extrinsic Factors	Peer influence	Supportive classmates reduced anxiety and encouraged participation, while negative reactions such as laughing reduced confidence.	"When my friends support me, I feel more comfortable speaking English." (P2)
Extrinsic Factors	Classroom atmosphere	A comfortable and supportive classroom atmosphere encouraged active participation, while formal or critical environments increased anxiety.	Students reported feeling more confident in relaxed classroom environments.
Extrinsic Factors	Practice opportunities	Frequent speaking practice improved fluency, pronunciation, and confidence over time. Limited opportunities outside the classroom became a challenge.	"The more I practice speaking, the more confident I become." (P5)

Intrinsic Factors Influencing Students' Speaking Confidence

Self-Confidence and Self-Perception

The interview findings demonstrated that self-confidence became one of the most influential intrinsic factors affecting students' willingness to speak English. Students who believed in their speaking ability tended to participate more actively during classroom interaction. They expressed greater confidence when answering questions, presenting ideas, or participating in discussions. In contrast, students with lower confidence frequently hesitated to communicate because they doubted their ability to speak correctly.

The participants explained that confidence increased when they understood the topic being discussed and felt prepared before speaking activities. Familiarity with the topic helped students organize ideas more easily and reduced nervousness during oral communication.

Excerpt 1: Self-confidence and speaking participation

P1: "If I understand the topic, I feel more confident to speak because I already know what I want to say."

P2: "When I prepare before presentation, I become less nervous and more confident."

The findings also showed that students' confidence was closely related to their perception of English proficiency. Learners who possessed better vocabulary mastery and pronunciation ability generally felt more capable of expressing ideas in English. Conversely, students who considered their language ability limited often avoided speaking activities because they feared making mistakes.

Speaking Anxiety and Fear of Making Mistakes

Speaking anxiety emerged as another dominant intrinsic factor influencing students' confidence. Most participants admitted that they often experienced nervousness while speaking English in front of teachers and classmates. Fear of making grammatical errors, mispronouncing words, or receiving negative evaluation caused students to hesitate during oral communication.

Several students explained that anxiety became stronger during formal speaking activities such as presentations or classroom performances because they felt directly evaluated by others. This condition often reduced fluency and caused students to forget vocabulary or lose concentration while speaking.

Excerpt 2: Speaking anxiety

P3: "I feel nervous when speaking in front of the class because I am afraid my friends will laugh at my pronunciation."

P4: "Sometimes I know the answer, but I become too nervous and forget the vocabulary."

The findings indicate that emotional factors significantly influenced students' confidence and speaking performance. Anxiety reduced students' willingness to participate actively in oral interaction and often caused them to remain silent even when they understood the discussion topic.

Motivation and Past Speaking Experiences

The findings further revealed that motivation contributed significantly to students' confidence in speaking English. Students who possessed strong personal motivation tended to practice speaking more frequently and participate more actively during classroom interaction. Motivation originated from several factors, including future educational goals, personal interest in English, and the desire to communicate internationally.

Excerpt 3: Motivation in speaking English

P5: "I want to improve my English because I want to study abroad in the future."

P2: "I like watching English movies, so it motivates me to practice speaking."

In addition, past speaking experiences also influenced students' confidence levels. Positive experiences such as receiving praise from teachers or successfully completing presentations increased students' confidence and encouraged them to participate more actively in future speaking activities. On the other hand, negative experiences, including embarrassment or criticism from peers, tended to reduce students' willingness to communicate in English.

Extrinsic Factors Influencing Students' Speaking Confidence

Teacher Support and Classroom Interaction

Teacher support was identified as one of the most influential extrinsic factors affecting students' speaking confidence. Participants emphasized that supportive teachers created a more comfortable learning environment and encouraged students to participate actively in speaking activities. Positive feedback, encouragement, and patient correction from teachers helped students feel less afraid of making mistakes.

The findings revealed that students felt more confident when teachers focused on communication rather than excessive grammatical correction. Teachers' encouragement motivated students to continue practicing English despite making occasional mistakes.

Excerpt 4: Teacher support

P1: "When the teacher says it is okay to make mistakes, I feel more confident to speak."

P3: "Support from the teacher makes me less afraid during speaking activities."

The findings also demonstrated that interactive classroom activities helped students improve speaking confidence. Group discussions, pair work, role plays, and presentations allowed students to practice speaking in more relaxed situations and reduced nervousness during communication.

Peer Influence and Classroom Atmosphere

Peer influence also contributed significantly to students' speaking confidence. Students explained that supportive classmates made them feel more comfortable participating in classroom interaction. Positive peer responses reduced anxiety and increased students' willingness to express ideas in English.

However, several participants admitted that negative peer reactions sometimes reduced their confidence. Fear of being laughed at or judged by classmates caused some students to hesitate before speaking.

Excerpt 5: Peer influence

P4: "I become nervous if my friends laugh when someone makes mistakes."

P2: "When my friends support me, I feel more comfortable speaking English."

Similarly, the classroom atmosphere influenced students' emotional comfort during speaking activities. A relaxed and supportive classroom environment encouraged students

to communicate more actively, while overly formal or critical classroom conditions increased anxiety and reduced participation.

Speaking Activities and Practice Opportunities

Another important finding was that speaking activities and opportunities for practice played a significant role in developing students' confidence. Participants stated that regular speaking practice helped improve fluency, pronunciation, and vocabulary mastery. Frequent participation in oral communication activities gradually reduced nervousness and increased confidence over time.

Students particularly appreciated interactive speaking activities such as discussions, storytelling, debates, and pair conversations because these activities allowed them to communicate naturally and meaningfully.

Excerpt 6: Practice opportunities

P5: "The more I practice speaking, the more confident I become."

P1: "Group discussions help me speak more comfortably because I practice with friends."

Nevertheless, several participants explained that limited opportunities to use English outside the classroom remained a challenge for improving confidence. Since English was rarely used in daily communication, students depended heavily on classroom activities for speaking practice.

Overall, the findings demonstrated that English-speaking confidence among eleventh-grade students at MAN Insan Cendekia Kota Palu was shaped through continuous interaction between intrinsic and extrinsic factors. Intrinsic factors such as self-confidence, anxiety, motivation, language proficiency, and past experiences interacted closely with extrinsic factors including teacher support, peer influence, classroom atmosphere, speaking activities, and communication opportunities. These findings indicate that developing students' speaking confidence requires not only individual psychological support but also supportive educational environments that encourage active participation in English communication.

DISCUSSION

The findings of this study elucidate that English-speaking confidence among eleventh-grade students at MAN Insan Cendekia Kota Palu is constituted through the dynamic interplay of intrinsic and extrinsic factors, thereby challenging extant conceptualizations that privilege linguistic competence as the primary determinant of speaking confidence. Rather than conceptualizing confidence as a static individual trait, this study demonstrates its emergent nature through the continuous interaction between learners' internal psychological characteristics and external pedagogical environments. This multidimensional understanding carries significant implications for EFL pedagogical approaches to speaking confidence development.

Among intrinsic factors, self-confidence emerged as the predominant element influencing students' willingness to communicate orally. The data reveal that students possessing positive self-perceptions of their speaking ability demonstrated markedly

greater engagement during classroom interactions, exhibiting readiness to express ideas, respond to inquiries, and participate in discourse notwithstanding occasional grammatical or phonological errors. Conversely, students with diminished self-confidence exhibited pronounced hesitation attributable to self-doubt and apprehension regarding error commission. This empirical finding corroborates previous investigation emphasizing self-confidence's crucial role in learners' willingness to communicate within EFL contexts (Kao, 2024), while extending (Givency, 2023) theoretical framework by demonstrating that self-perceived linguistic capability directly mediates communicative risk-taking propensity. The critical theoretical implication is that self-confidence functions merely as a prerequisite for oral participation but as a self-reinforcing mechanism wherein successful communicative experiences subsequently enhance confidence levels, thereby establishing a positive feedback cycle.

Language proficiency demonstrated substantial influence upon speaking confidence, yet the relationship proved more complex than linear causation would suggest. Students exhibiting superior vocabulary mastery and phonological accuracy reported enhanced comfort and fluency during oral communication, with their expressive capacity contributing to augmented confidence during interpersonal interaction. Notwithstanding, the data indicate that linguistic competence, while necessary, proves insufficient for speaking confidence, as several students with demonstrated proficiency nevertheless exhibited communicative hesitation attributable to psychological factors. This finding qualifies the conclusions of (Aoyama & Takahashi, 2020) regarding the interconnection between linguistic competence and psychological readiness, suggesting that the relationship operates through mediating psychological variables rather than direct causation. Consequently, pedagogical interventions targeting vocabulary, pronunciation, and fluency development (Fatima et al., 2023) must be conceived as complementary to, rather than substitutive for, affective interventions addressing psychological barriers.

Speaking anxiety and fear of error commission emerged as paramount psychological barriers constraining students' oral participation. The findings indicate that participants experienced considerable nervousness during formal speaking activities, particularly presentations and classroom performances, with apprehension regarding grammatical inaccuracy, phonological deviation, and negative evaluative judgment precipitating communicative hesitation. In several instances, anxiety manifested cognitively through impaired concentration and vocabulary retrieval failure during communication. These empirical results provide robust support for foreign language anxiety theory, which posits that emotional tension and evaluation apprehension negatively affect learners' speaking performance and willingness to communicate (Han et al., 2022). Furthermore, this finding extends (Fauzi & Asi, 2023) conclusions by demonstrating that anxiety's constraining effect is particularly pronounced in Indonesian EFL contexts wherein formal classroom settings constitute the primary and often exclusive venues for English oral practice. The theoretical contribution is the identification of anxiety's mediating role: it operates not merely as a barrier but as a mechanism through which other factors (teacher feedback practices, peer dynamics, activity types) exert influence upon speaking confidence.

Motivation emerged as a significant predictor of speaking confidence, functioning primarily as a resilience mechanism enabling sustained engagement despite psychological barriers. Students exhibiting strong motivational orientation toward English improvement demonstrated heightened participation in speaking activities and more frequent engagement in communication practice, with motivational sources encompassing academic objectives, future educational aspirations, interest in English-language media, and international communication desires. Notably, highly motivated students exhibited greater willingness to persist through communicative difficulties and nervousness, suggesting that motivation operates through psychological endurance rather than anxiety elimination. This finding nuances (Lee & Draji, 2020; Moradiyousefabadi & Ghafournia, 2023) conclusions by suggesting that motivation's primary mechanism is sustenance of engagement through adversity rather than prevention of adversity itself.

Regarding extrinsic factors, teacher support emerged as particularly influential in shaping students' willingness to communicate. Participants reported that supportive instructors created psychologically safe classroom environments attenuating error-related apprehension, with positive feedback, motivational encouragement, and patient correction contributing to emotional security during speaking activities. Furthermore, students demonstrated enhanced confidence when instructors prioritized communicative competence over grammatical accuracy, suggesting that feedback framing significantly mediates affective responses to speaking tasks. These findings corroborate previous research establishing teachers' significant role in shaping learners' emotional experiences and classroom participation (Hu & Wang, 2023), while extending Fatima et al., (2020) conclusions by demonstrating that teacher behavior's impact operates through students' perception of pedagogical priorities (accuracy versus communication) rather than through teacher behavior alone. The pedagogical implication is that teacher training programs should incorporate affective dimensions of feedback practice alongside technical pedagogical competencies.

Classroom interaction and instructional activities contributed significantly to speaking confidence development through differential effects contingent upon activity type. Interactive activities group discussions, pair work, role plays, storytelling, and presentations provided meaningful oral communication opportunities within varying levels of psychological risk. Collaborative activities (group discussions, pair work) particularly encouraged participation by distributing communicative responsibility across multiple participants, thereby reducing individual performance anxiety. Conversely, individual performance activities (presentations) generated heightened anxiety despite providing valuable confidence-building opportunities when successfully completed. This differential effect suggests that pedagogical sequencing should progress from low-stakes collaborative activities to high-stakes individual performances, thereby scaffolding confidence development through graduated exposure.

Peer influence and classroom atmosphere demonstrated bidirectional effects upon speaking confidence. Supportive peer relationships created emotionally secure learning environments augmenting willingness to express ideas, with positive peer responses functioning as reinforcement for communicative attempts. Conversely, apprehension

regarding negative peer judgment or ridicule prevented confident oral participation among several students, demonstrating that peer dynamics may function as either confidence-enhancing or confidence-constraining mechanisms depending on classroom social climate. These findings corroborate Reni et al., (2024) conclusions regarding the importance of supportive classroom environments while extending their scope by demonstrating that peer influence operates through social comparison mechanisms wherein students evaluate their communicative competence relative to classmates. The critical implication is that classroom climate intervention must address peer dynamics explicitly rather than assuming positive peer effects will emerge organically.

Speaking practice opportunities demonstrated dose-dependent effects upon confidence development, with regular exposure progressively enhancing fluency, pronunciation, vocabulary mastery, and overall communicative confidence. Notwithstanding, the findings reveal a structural limitation: opportunities for English use outside classroom contexts remained severely constrained due to the marginal role of English in students' daily social interactions, thereby positioning classroom interaction as the primary and often exclusive context for speaking practice. This finding exposes a significant gap in previous literature (Aoyama & Takahashi, 2020; Fatima et al., 2023) which has arguably underestimated the importance of ecological factors (community-level language exposure) in sustaining classroom-acquired confidence. The theoretical contribution is the identification of a structural constraint in Indonesian EFL contexts wherein classroom-based confidence gains may prove transient without complementary out-of-class language exposure opportunities.

Theoretical and Practical Implications

This study makes three primary contributions to the speaking confidence literature: First, it reconceptualizes speaking confidence as emergent and relational rather than static and individual, demonstrating that confidence develops through ongoing interactions among psychological, linguistic, and environmental factors. This reconceptualization carries implications for research methodology, suggesting that longitudinal designs capturing confidence's dynamic development may prove more informative than cross-sectional assessments.

Second, it elucidates anxiety's dual role as both barrier and mediating mechanism, demonstrating that anxiety operates through which other factors (teacher practices, peer dynamics, activity types) exert influence upon speaking confidence. This finding suggests that anxiety management should be integrated into language instruction rather than conceived as a separate intervention.

Third, it identifies structural limitations inherent in classroom-only approaches within contexts exhibiting minimal out-of-class English exposure, calling for ecologically valid interventions extending beyond institutional boundaries.

For pedagogical practice, these findings suggest that speaking confidence development requires holistic, multi-dimensional interventions addressing: (a) affective dimensions (anxiety reduction, confidence-building strategies); (b) linguistic foundations (vocabulary expansion, phonological accuracy, fluency development); (c) pedagogical practices (error-

tolerant feedback, communicative prioritization, scaffolded activity sequencing); and (d) environmental conditions (supportive peer dynamics, teacher encouragement, authentic practice opportunities). Addressing any single dimension in isolation is unlikely to produce sustained confidence gains.

For future research, this study highlights the need for (a) longitudinal investigations examining confidence development trajectories over time; (b) intervention studies testing the efficacy of multi-dimensional confidence-building approaches; and (c) context-sensitive research exploring how ecological factors (community language use, sociolinguistic status of English) moderate confidence development across different EFL contexts.

CONCLUSION

This study elucidates that English-speaking confidence among eleventh-grade students at MAN Insan Cendekia Kota Palu is constituted through the dynamic interplay of intrinsic factors (self-confidence, speaking anxiety, motivation, language proficiency, previous speaking experiences) and extrinsic factors (teacher support, peer influence, classroom atmosphere, speaking activities, communication practice opportunities). The principal finding indicates that speaking confidence operates as an emergent, multidimensional construct rather than a static individual attribute, wherein psychological readiness and linguistic competence function as necessary but insufficient conditions for confident oral communication.

Three principal pedagogical implications for EFL instruction emerge from these findings: First, confidence-building interventions must be integrally coupled with, rather than conceived as separable from, language instruction, given that anxiety and self-doubt may substantially override linguistic competence. Second, teacher feedback practices ought to prioritize communicative competence over grammatical accuracy to foster psychologically safe learning environments conducive to risk-taking. Third, pedagogical sequencing should progress systematically from low-stakes collaborative activities to high-stakes individual performances, thereby scaffolding confidence development through graduated exposure.

Methodological limitations warrant acknowledgment: the single-site qualitative design constrains generalizability across diverse educational contexts and precludes statistical examination of inter-factor relationships. Consequently, future research ought to employ longitudinal and mixed-methods designs to explicate confidence development trajectories and contextual moderators.

For pedagogical practice, these findings necessitate holistic interventions addressing affective dimensions (anxiety reduction, confidence-building strategies), linguistic foundations (vocabulary expansion, phonological accuracy), pedagogical practices (error-tolerant feedback, scaffolded activity sequencing), and environmental conditions (supportive peer dynamics, authentic practice opportunities). Addressing any single dimension in isolation is unlikely to yield sustained confidence enhancement.

SUGGESTION

Based on the findings of this study, it is recommended that English teachers create more supportive and communicative classroom environments that encourage students to participate actively in speaking activities. Teachers should provide constructive feedback, minimize excessive correction during communication practice, and promote interactive learning activities such as discussions, role plays, storytelling, and collaborative tasks. Such practices may help students reduce anxiety and develop greater confidence in expressing their ideas in English. Students are also encouraged to increase their exposure to English and participate more actively in speaking practice both inside and outside the classroom. Consistent practice and meaningful communication experiences may help learners improve their fluency, expand their vocabulary, and strengthen their confidence over time.

For future researchers, further studies involving larger participant groups and different educational contexts are recommended in order to obtain broader perspectives regarding factors influencing English-speaking confidence. Future research may also combine qualitative and quantitative approaches to explore the relationship between speaking confidence and other variables, such as speaking achievement, classroom interaction, motivation, or language anxiety, in a more comprehensive manner.

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