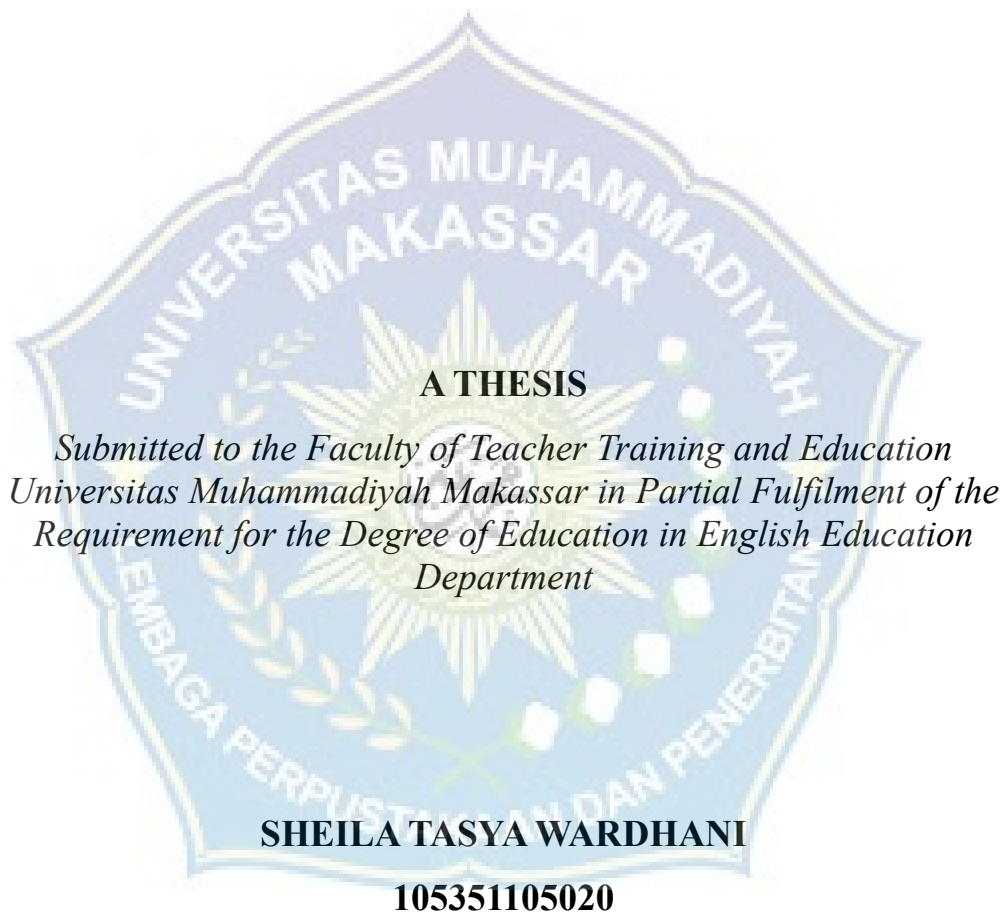


**AN ANALYSIS OF THE AFFECTIVE FACTORS OF THE
STUDENTS IN ENGLISH SPEAKING AS A FOREIGN
LANGUAGE**



**ENGLISH EDUCATION DEPARTMENT
FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITY MUHAMMADIYAH OF MAKASSAR
2024**

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Day / Date	Chapter	Note	Sign
21 / Juni / 2024 Jumat	I - II	- Title change (Priko - Speakers) - Look at objectives / significance - Conceptual Framework	<i>JA</i>
Sabtu 13 / 07 / 2024	III	- Instrument (Observation / Inter) - Motivation (in / eks / elem - spat) - Observation check (High / low)	<i>JA</i>
Senin 22 / 07 / 2024		- check ref. (Mendeley)	<i>JA</i>
sabtu 3 / 8 / 2024	IV - V	- Self - confi (high) - Statement interview	<i>JA</i>
Jumat 9 / 8 / 2024	IV - V	- motivation (in / ekstrinsro) - mendeley check	<i>JA</i>
Jumat 16 / 8 / 2024		- ACC / fix	<i>JA</i>

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Senin/24 Juni 2024	I-III	Revisi awal Abstract Objective of the research Conceptual Framework	f
Selasa/16 Juli 2024	II	Revisi dan thronis instruksi in check	f -
Senin/22 Juli 2024	III	Instrument checklist Observation checklist	f -
Rabu/7 Ags 2024	IV	Check for finding check for discussions	f -
Senin/12 Ags 2024	V	check for conclusion an suggestion	f -
Sabtu/17 Ags 2024		Completed for all documentation documentation	f -

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SURAT PERNYATAAN

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Dengan ini menyatakan bahwa skripsi yang saya ajukan di depan tim penguji adalah hasil saya sendiri, bukan ciptaan orang lain dan tidak dibuatkan oleh siapapun.

Demikian pernyataan ini saya buat dan bersedia menerima sanksi apabila pernyataan saya tidak benar.

Makassar, 17 September 2024

Yang membuat pernyataan

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SURAT PERJANJIAN

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Makassar, 17 September 2024

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MOTTO

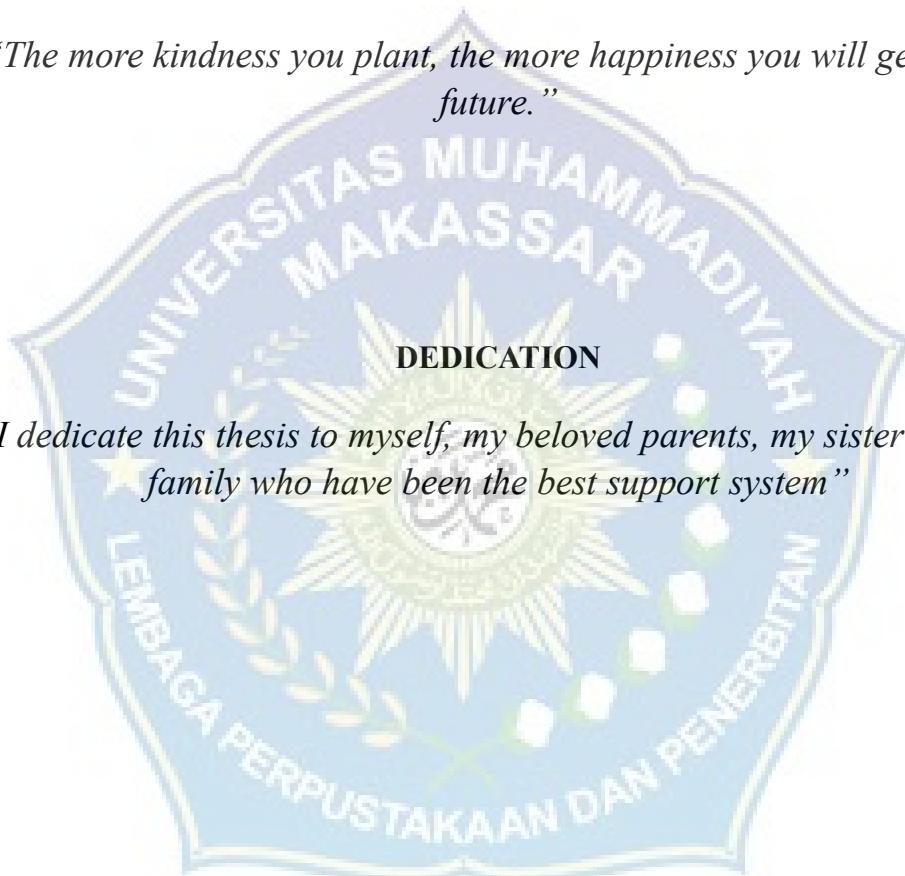
"Is the reward for goodness anything except goodness..."

Qs. Ar-Rahman: 60

"The more kindness you plant, the more happiness you will get in the future."

DEDICATION

"I dedicate this thesis to myself, my beloved parents, my sister and my family who have been the best support system"



ABSTRACT

Sheila Tasya Wardhani, 2024. An Analysis of the Affective Factors of the Students in English Speaking as a Foreign Language (A Qualitative Research). Thesis of English Education Department Faculty of Teacher Training and Education Universitas Muhammadiyah Makassar. Supervised by Farisha Andi Baso and Firman.

The objective of the research was to find out how the students' self-confidence and motivation in speaking English as a foreign language. The method used was qualitative research by using observation checklist and interview. The researcher used a total sampling in determining the research sample. There were 13 students who become research samples from Class C, the fourth semesters of English Education Department. The results shows that students have a high self-confidence. Based on the results of analysing characteristics of high self-confidence, there are 8 statements on the observation sheet, there are 6 statements that are checked and only two statements that show "yes" in the observation checklist of low self-confidence. In student motivation is more dominant intrinsic motivation, because they have self-awareness, and they want to achieve the goals they want. Students can be recognized by the curiosity to face something new, students diligent in learning and enjoy all the processes in learning. There is one dominant in extrinsic motivation, namely the presence of lecturers who motivate, provide methods, exercises and topics to be discussed.

Keywords: *Self-confidence, Motivation, EFL Students, Speaking*

ABSTRAK

Sheila Tasya Wardhani, 2024. Analisis Faktor Afektif Siswa Dalam Berbicara Bahasa Inggris Sebagai Bahasa Asing (Sebuah Penelitian Kualitatif). Skripsi Program Studi Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar. Dibimbing oleh Farisha Andi Baso dan Firman.

Tujuan dari penelitian ini adalah untuk mengetahui bagaimana kepercayaan diri dan motivasi siswa dalam berbicara bahasa Inggris sebagai bahasa asing. Metode yang digunakan adalah penelitian kualitatif dengan menggunakan daftar observasi dan wawancara. Peneliti menggunakan total sampling dalam menentukan sampel penelitian. Terdapat 13 mahasiswa yang menjadi sampel penelitian dari Kelas C, semester empat Jurusan Pendidikan Bahasa Inggris. Hasil penelitian menunjukkan bahwa mahasiswa memiliki kepercayaan diri yang tinggi. Berdasarkan hasil analisis karakteristik kepercayaan diri tinggi, terdapat 8 pernyataan pada lembar observasi, terdapat 6 pernyataan yang dicentang dan hanya dua pernyataan yang menunjukkan “ya” pada observasi ceklist kepercayaan diri rendah. Dalam motivasi, siswa lebih dominan pada motivasi intrinsik, karena mereka memiliki kesadaran diri, dan ingin mencapai tujuan yang mereka inginkan. Siswa dapat dikenali dengan adanya rasa ingin tahu untuk menghadapi sesuatu yang baru, siswa tekun dalam belajar dan menikmati semua proses dalam belajar. Ada satu yang dominan dalam motivasi ekstrinsik, yaitu adanya dosen yang memotivasi, memberikan metode, Latihan, dan topik yang akan dibahas.

Kata Kunci: Kepercayaan Diri, Motivasi, Siswa EFL, Berbicara

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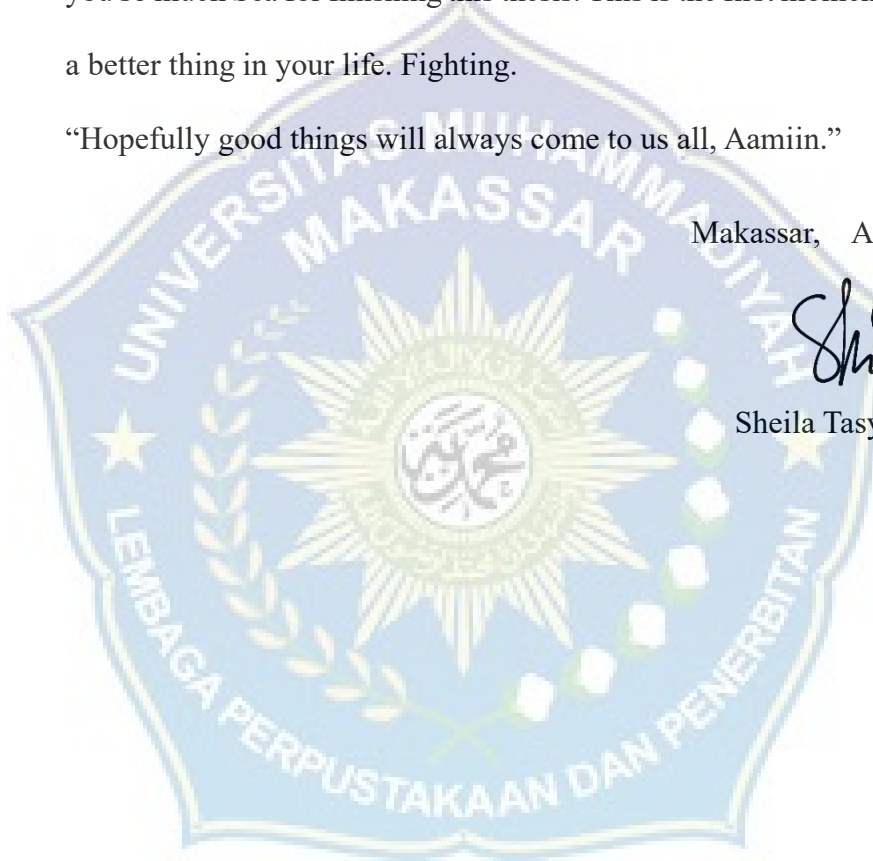
14. I would like to say a BIG THANK YOU to myself who have successfully completed and passed all the processes, thank you for being strong. Thank you so much Sea for finishing this thesis. This is the first moment of opening a better thing in your life. Fighting.

“Hopefully good things will always come to us all, Aamiin.”

Makassar, Agustus 2024



Sheila Tasya Wardhani



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CHAPTER I

INTRODUCTION

A. Background of the Research

Harmer (2007) and Abrar et al. (2018) stated that English widely used by many people, foreign learners had spoken English all over the world. English as a Foreign Language (EFL) students still faced some challenges, many EFL students struggle with speaking due to emotional and psychological barriers. These affective factors can significantly impact their speaking performance and confidence, making it essential to understand and address them. These affective factors can hinder students' ability to express themselves freely and effectively, leading to poor speaking performance and low confidence. Furthermore, these barriers can also lead to a lack of engagement in speaking activities, which can further exacerbate the problem.

There are four language skills in teaching English as the needs of students; they are reading, listening, speaking, and writing. Masduqi (2016) explained about receptive skills and productive skills as follows. Receptive skills, listening, and reading skills, is the condition where the students receive the information from the teacher. Meanwhile, productive skills, speaking, and writing skills is the condition where the students produce the language. For many second-language or foreign-language learners, mastering English speaking abilities is a top priority. Speaking is the main

skill compared to other skills, such as writing, reading, and listening, because it shows people's language measurement (Shteiwi & Hamuda, 2016). As a result, learners frequently assess their foreign language learning process. Learning objectives are challenging but clear and manageable, the content is engaging and appropriate for the students' age and skill level, and the classroom environment is supportive, then student motivation can positively impact instruction (Ogwuche et al., 2020). There are two factors that influence students in learning English foreign language those are cognitive and affective factors.

According Roy (2013), cognitive factors relate to characteristics that affect a person's learning process. Mashrabovna (2023) perceive that cognitive factors involves memory, attention, and problem-solving skills impact how individuals process and retain language input. On the other hand, Shuai (2019) as cited in Meng (2021) said that psycholinguistics highlights the strong connection between personal affective factors and an individual's language learning process. It emphasizes that emotional factors, such as personal behaviour, emotions, attitudes, and mood, play a significant role in shaping how individuals learn and acquire language. These affective factors have the potential to greatly impact an individual's language learning experience. The affective element raises psychological aspects that can determine the success or failure of learning objectives. They concentrate on examining the attitudes, barriers, and challenges students face when it comes to speaking English. Based on Illyin et al. (2021) the majority of

students fit the affective component which includes personality, self-confidence, motivation/attitude, and anxiety.

Psychological factors have a significant influence on language learning for several reasons. Self-confidence and anxiety levels can affect language performance and willingness to communicate. Finally, individual learning styles and strategies also influence how learners approach and internalize new language material. Furthermore, motivation and attitude play a crucial role in language acquisition. Learners who are motivated and have a positive attitude towards the target language are more likely to engage in learning activities and persist in the face of challenges. Overall, psychological factors can shape a learner's overall language learning experience and success.

According to Zhu & Zhou (2012) during the period when students and teachers are in junior high school, affective factors are important to know because they play a role in how the learning experience between students or teachers during this period undergoes significant emotional, psychological, and physical changes. Internal and external factors can influence by enhancing or even hindering their learning process. Therefore, a teacher needs to recognise and address both factors to be able to create or produce an attractive and supportive learning environment so that students can feel the growth of positive behaviour in themselves. A teacher can tailor classroom conditions and teaching methods to suit students' needs and demonstrate how productive and engaging learning experiences can be by

addressing the personal and emotional aspects of student learning. Understanding the affective factors that influence EFL students' speaking skills is crucial for improving their performance and confidence. By identifying and addressing these emotional and psychological barriers, educators can create a more supportive learning environment that fosters better speaking performance and overall language proficiency.

Based on the explanation above and researcher observation at Universitas Muhammadiyah Makassar in the class, lecturers actively provide activities that focus on student speaking. This will make a better impact on students in the future, which has a significant positive impact on children's future, social and professional life, and psychological stability. There are students who are active during the learning process, as for those who are less active. Therefore, the researcher visible the importance of affective factors for English foreign language skills which this research focuses on speaking. Then the researcher is concerned and raise the title An Analysis of the Affective Factors of the Students in English Speaking as a Foreign Language.

B. Research Question

1. How is the level of students' self confidence in English speaking as a foreign language?
2. How is the students' source motivation in English speaking as a foreign language?

C. Objective of the Research

Based on the questions that have been formulated above, the purpose of this research were:

1. To find out the students' self confidence in English speaking as a foreign language.
2. To find out the students' motivation in English speaking as a foreign language.

D. Significance of the Research

The significant of this research is expected to provide several benefits:

1. For the reader

The results of this research can provide information regarding an analysis of the affective factors of the students in English speaking as a foreign language.

2. For the students

This research is expected to students can gain valuable insights into their own foreign language learning journey, leading to more effective and enjoyable language acquisition experiences.

3. For the researchers

The results of this research can be a reference for future researchers who will discuss related matters.

E. Scope of the Research

In collecting data, this research focuses only an analysis of affective factors for English as a foreign language student in Universitas Muhammadiyah Makassar by fourth semester English education department, class C. The scope of research was to find out and limited to the affective factors such as self-confidence and motivation. Speaking will focus on vocabulary and fluency.



CHAPTER II

LITERATURE REVIEW

A. Previous Related Research Finding

Several studies have been conducted matters related to this research.

The study can be seen in this section:

First, there are some challenges faced by the students in learning speaking skill, such as lack of vocabulary, fear of mistake and shyness, anxiety, lack of confidence, and lack of motivation. Research from Dewi & Jimmi (2018) stated that lack of vocabulary is the condition when the students cannot build the sentence because of limitation words, it will have an impact on themselves when they want to have interaction with other people and would have low self-confidence. Juhana (2012) state that 6% of the students has low self-confidence because they do not have motivation when they see their teacher's way of teaching.

Second, research from Illyin et al. (2021) state that if students have high self-confidence, then students' speaking abilities will also be high. But, if students have low self-confidence, then students' speaking abilities will also be low, because self-confidence of students is very influential toward students' speaking abilities. Research from Bao & Liu (2021) states that teachers can help students gain their own strengths to build students' self-confidence. In the context of foreign language learning, the teacher's attitude plays a pivotal role in the students' learning process. However, if the feedback is not delivered in an appropriate manner, it can have a negative

impact on the students' self-esteem. It is recommended that teachers praise students when they have succeeded in doing something correctly, and only correct selected mistakes. It is preferable that the mistakes do not disturb students' feelings during the learning process.

Third, research from Aras et al. (2022), this research was conducted by third semester English students at FKIP Unismuh Makassar. The results of this research state that students face various challenges when speaking English. These challenges include fear of making mistakes, feeling nervous or anxious, forgetting words, and lack of self-confidence. This finding is in line with research conducted by Xinghua (2007) in Aras et al. (2022) which observed that psychological problems often interfere with a person's emotional well-being, physical health, relationships, work performance and overall life adjustment. Specific psychological challenges mentioned in the study include nervousness, lack of self-confidence, and fear of speaking up or making mistakes.

Fourth, the research findings of Sakka et al. (2022) states that the majority of students show a high level of motivation. The percentage of students who strongly agree or agree with motivation is greater than the percentage of students who disagree or strongly disagree. Calculations based on questionnaires show that students at SMA 6 Watang Pulu in Sidrap show significant motivation to learn English. Students' learning motivation, especially learning English, is not only influenced by environmental factors but also by innate factors. According to Wilona et al. (2010) the findings

chart show of Intrinsic Motivation shows that 79% most of the respondents are entirely intrinsically motivated in the process of learning and acquiring English as a foreign/second language.

Fifth, research from Sita (2023), this research was conducted from the interview results, the motivation students receive will affect their ability to develop. Students know that English is important, however it does not make them feel enthusiastic and motivated to learn it. Another factor is the lack of interaction between teachers and students. Students also feel afraid of making mistakes when speaking in pronunciation, so they prefer not to say anything. Students rarely practice speaking English because there is more theory or material without practice. Therefore, teachers must find strategies to keep students motivated when learning English.

The similarities of some of the researchers above are that they discuss similar themes, namely focusing on the psychological and affective aspects of factors that affect language learning. The difference that will be done by the researcher this time lies in the focus of affective factors variables (self-confidence and motivation) and speaking will focus on vocabulary and fluency, with qualitative method which helps in collecting data and depth of analysis. As for the subjects, the previous research was conducted in high school. The analysis will integrate the findings of a deeper and more comprehensive examination of affective factors in speaking as a foreign language.

B. Some Pertinent Ideas

1. English Foreign Language

Based on Syafrizal (2017), language is very important because it is used in communication. Setiyadi (2020) argues that teaching a language can be influenced by things related to learning conditions (learning theory) and the nature of language (language theory) so that students acquire a language. In the process of language teaching, methods are influenced by how learning theory and the selection of teaching materials are influenced by how language theory. Learning methods based on the assumption that a person learns a language like learning his own mother tongue (L1) are different from learning methods for assumptions about learning a foreign language is not the same as learning his mother tongue. This is like learning English in Indonesia and in countries where English is the mother tongue.

Syafrizal (2017) added that in Indonesia, English is considered an EFL language. This makes EFL students will certainly have difficulties in learning English because English is not a native language or not used when communicating in daily life. He also added that he defined English as a foreign language as a language that is foreign and used in terms of international purposes, not for natural purposes.

According to Syafrizal (2017), the success of learning English as a foreign language is influenced by two factors, namely:

a. Linguistic Factors

This factor includes difficulties or interference with the first language and other languages that have previously been learned.

This makes it difficult for students and cannot master a new language in a short time. However, this can also be overcome by students who have perseverance and high motivation to learn.

b. Non-linguistic factors

In this factor, it consists of several things, namely the environment, teachers, methods, and the students themselves.

2. Affective Factors

Affective factors are divided into several parts, based on the results of previous research stating that Arnold (2011) explains that “affect” on the one hand is a personality factor basically contained within an individual (in the form of attitudes, anxiety, self-concept, inhibitions, learning styles, motivation, and others). While on the other hand, affect is an aspect of the cooperative relationship that exists between students and other students, teachers and students, or learners and the target language. She added that affect has both positive and negative impacts. Positive affect can provide encouragement and support to learners to learn. On the contrary, negative affect can make learners close their minds to not carry out learning. In addition, Kiruthiga & Christopher (2022) states that “affect” in psychology refers to how one's emotions,

feelings and moods are affected. A person's language learning is influenced by affective emotional factors.

Furthermore, Arnold (1999) as cited in Liu & Luo (2021) suggests that in foreign language teaching, affective factors are divided into two parts. The first part is individual student factors such as motivation, anxiety, personality, inhibitions, or others. Meanwhile, the second part is the emotional factors found in each learner, such as cross-cultural awareness, empathy, communication, and others. Meanwhile, Bao & Liu (2021) states that affective factors include matters related to individual learner factors, the influence of fellow learners, and the influence between teachers and learners. Individual learner factors can be in the form of motivation, attitudes, anxiety, self-esteem, personality, inhibitions, and others.

Besides that, Illyin et al. (2021) said that affective factor is a factor that has a scope and is related to the nature of behaviour. This includes emotions, feelings, values, attitudes, interests, and so on. In short, these affective factors are related to the terms attitudes and values. Additionally, Indira (2023) in her research conclude that affective factors are the emotional part that comes from people's attitudes, feelings, and personalities when they interact with other individuals.

Moreover, Anwar et al. (2023) perceive that affective factors are something that is always associated with how second language acquisition according to the psycholinguistic side. They also said that

affective means the term around the discussion of emotions or feelings consisting of motivation, attitudes, anxiety, attitudes, and inhibitions. According to Abedini, Rahimi, & Zare-ee, (2011) as cited in (Heidari-Shahreza (2014) psychological or affective factors, including attitude, motivation, anxiety, and beliefs, have gained significant emphasis due to their crucial role in language learning and teaching as well as their impact on the success of English as a Foreign Language (EFL) learners. These variables have been recognized for their influence on language acquisition and their importance in creating a conducive learning environment for EFL learners. Furthermore, based on Mrabti & Benhima (2023), affective factors are the attitudes and emotions that have an influence on how a language is learned and acquired. These can be, for example, self-confidence, motivation, anxiety, among others.

From several definitions of affective factors according to several other researchers, researcher can conclude that affective factors are things related to emotions, feelings, attitudes, habits, and other things that come from within the individual. The researcher also can conclude that in psycholinguistics, the examples of affective factors, such as emotions, feelings, and others are the cause of how a language can be learned and eventually acquired.

3. Self-Confidence

a. Definition of Self-Confidence

Self-confidence is one part of affective factors, there are several opinions of experts regarding self-confidence. Based on Yaniawati et al. (2020), confidence is a personality-related thing that has an impact on the learning process. This is because with confidence, students can have confidence in themselves to be able to complete the task even though the task is something new that they encounter. Shortly, Liu & Lourenco, n.d. defines confidence as how people believe that their answers or statements are correct. In addition, Indira (2023) defines self-confidence as a sense of trust and confidence that exists in a student to be responsible for running and completing something and believes that the success obtained is the result of his efforts.

Moreover, Gottlieb et al. (2022) perceive that self-confidence refers to how one's effort and ability to successfully accomplish something well. They also argue that self-confidence is formed as a result of experiences, social conditions, character, culture, and expectations. Then they added that an individual's future level of self-confidence is influenced by how confident they were in the past. Similarly, according to Moneva & Tribunalo (2020), self-confidence is related to students' courage, feelings, and thoughts to be able to develop their abilities in doing and completing tasks given by the

teacher. In addition, they also explain that self-confidence is not only about this, but self-confidence is also about how students feel confident in doing tasks well and eliminating doubts in themselves.

Self-confidence is one of the affective factors in psycholinguistic. Nazarova (2022), perceive that self-confidence is often referred to as 'self-efficacy' or 'self-esteem' which plays a huge role in students' foreign language learning process. He also explained that there are many EFL students who do not have confidence especially when told to speak with a native or someone who has fluent English. Furthermore, Hasan et al. (2020) states that self-confidence is closely related to the student's attack learning process. In addition, self-confidence also refers to the word motivation. They explain that self-confidence is one of the many important things that lead a person to success. Moreover, someone who has a high level of self-confidence has a high desire to achieve something. Hasan et al. (2020) then relates that students should have a level of self-confidence so that the courage in themselves grows to be able to communicate with others.

Based on several definitions of self-confidence above, researcher can conclude that self-confidence is a belief that resides in a person to continue trying to achieve something and a sense of belief in the success obtained is the result of responsibility and effort that has been done.

b. Aspect of Self-Confidence

According to Lautser (2001), as cited in Utomo & Sholihah (2021), there are several aspects that affect a student's self-confidence:

1. Optimism, which is a good and positive behaviour that exists in a person, where they always think positive things about their hopes, abilities, and themselves when doing something.
2. Rational, which is thinking that leads to how a situation or problem can be accepted by reason and does not get out of the facts that occur.
3. Belief in self-ability, which is thinking about good belief in oneself to be able to do something.
4. Objective, which is the nature of assessing a problem based on facts without being influenced by other things.
5. Responsible, which is an attitude of accepting everything that will happen as a result of previous actions.
6. Something that does not mix the truth or personal opinion and the real truth or facts.

c. Characteristics of Self-Confidence

Based on Lauster (2006) as cited in Tunnisa (2021), there are several characteristics of a person said to have high self-confidence, namely:

1. Having enough skills and potential

In this case, someone who has self-confidence has potential or abilities that are more prominent than others. Someone who has this tends to feel valuable, so they don't feel embarrassed to show themselves in public.

2. Having an optimistic attitude

Optimism can be defined as a sense of belief in one's own potential, abilities, and what one has so that one has positive thoughts that one can succeed in doing something well.

3. Be calm and positive in dealing with various situations

A person who has self-confidence will feel he can face and overcome difficulties. They will tend not to be anxious, not panic, and not be rash in dealing with things.

4. Have positive thoughts about themselves and others.

This means that they always think and look positively at others and themselves. Someone who has self-confidence always thinks well and feels valuable, so they can evaluate themselves and think that no one is perfect because everyone must have their own advantages and disadvantages.

5. Ability to communicate and socialize well

Someone who is able to build communication and is good at establishing socialization relationships with others can easily make good friends.

Lauster as cited in Puji (2021) also suggests indicators of self-confidence, namely:

1. Having a polite, warm, and positive self-concept when interacting with people.
2. Do not feel anxious in doing something, have confidence in their abilities, and take full responsibility for the things they like and do.
3. Has the courage to speak up and express his/her opinion and is always driven to achieve.
4. In making decisions, they are always confident.
5. Know their strengths and weaknesses.

In addition, according to Tunnisa (2021) there are two types of self-confidence, namely self-confidence that comes from within and self-confidence that comes from outside. Both types of self-confidence can allow a person to behave and display something to the outside world and show that they can do it and believe in themselves.

In addition, Liendenfied as cited in Tunnisa (2021) also explains that there are four characteristics of someone who has good self-confidence, namely:

1. Positive thinking

Someone who has confidence usually also has many relationships and friends. This is because those who always try to produce satisfactory results and see the positive side.

2. Self-Love

Someone who loves and respects themselves will not impose their will. They will do things naturally.

3. Have a clear goal

Someone who has self-confidence tends to know their purpose in life. This is because they have clear thoughts and reasons for their actions and the risks of what they have done.

4. Understand yourself (Self Understanding)

A person with self-confidence will always be aware and introspect themselves regarding everything they do whether it harms others or not.

According to Puji (2021), there are characteristics of someone who has low confidence in learning speaking, namely:

1. According to Zivkovic (2014) as cited in Puji (2021), when speaking in class, students with low confidence have poor relationship and interaction skills. When interacting or speaking, they tend to look down or look at notes.

2. When speaking, someone with low self-confidence tends to avoid eye contact with the audience. This is because they are worried and afraid of getting criticized.
3. Students with low self-confidence tend to feel confused and anxious about what they should say.
4. When speaking, especially for EFL students, someone with low confidence still uses their mother tongue. This is because they think that using their mother tongue is safer, easier and more comfortable.

4. Motivation

a. Definition of Motivation

According to Nadya & Pustika (2021), motivation is related to cognitive, emotional, biological, and social issues that impact behavioural activeness. In general, the term “motivation” is very closely related and is always used to describe and explain the reasons for actions taken by others or in this case the impetus for someone to take action. Moreover, Sakka et al. (2022) state that motivation is something that comes from within a person that makes this person do something. They also perceive that motivation is the thing that drives or the thing that is the basis for someone to do something. Similarly, according to Safitri & Dollah (2023), motivation is a deliberate way of maintaining, guiding, and influencing a person’s attitude to take actions that will help them achieve certain goals. In

addition, Filgona et al. (2020) state that motivation is believed to be a characteristic possessed by a person that is stable and has the same position as personality because motivation is closely related to how a person's intelligence or intellectual level in learning activities. Furthermore, he gave a definition of motivation as something that exists in a person that makes them want to understand, know, believe, act, and get something new.

In addition, Indira (2023) conclude that motivation is about how far we have come in setting our dream goals and how much we have done or will do to get the dream goals we have set. Additionally, motivation is also about how much a person is willing to do. Besides that, Liu & Lourenco, n.d. state that motivation is the desire to obtain and achieve a predetermined goal. Motivation is closely related to how the level of effort or other activities carried out by individuals in carrying out something.

Furthermore, Meng (2021) explains that in psychology, motivation is a condition that comes from within (internal). According to him, there are three aspects to motivation, namely knowledge of special needs, the ability to understand or in this case cognitive drive, and the ability to master some things. In addition, according to Bao & Liu (2021) motivation leads to external things that are encouraging. They also added that motivation in psychology means a process that comes from within (internal) where this process

stimulates a person to do something with the aim of fulfilling and achieving a certain need or goal. Meanwhile, in language learning, motivation can be interpreted as the power, drive, and desire of learners to learn a language.

From some of the above opinions about motivation, the researcher can conclude that motivation is a trait that comes from within humans (internal) that encourages humans to do something to get a predetermined goal.

b. Types of Motivation

Filgona et al. (2020) mentioned that in general, there are two types of motivation based on Self-determination Theory (SDT), namely:

a. Intrinsic Motivation

This can be emotional, social, biological, spiritual, or stimulation that originates from within the individual and is completely independent of external things. This motivation can be recognized by the curiosity to face something new. This motivation also gets a boost from a person's sense of pleasure or interest when doing something.

b. Extrinsic motivation

This motivation is the opposite of intrinsic motivation, which comes from outside the individual. This motivation is related to how the process of carrying out tasks in order to achieve results.

This motivation takes the form of recognition, appreciation, or approval from the social environment.

Similarly, according to Arnold and Brown as cited in Bao & Liu, (2021), motivation is divided into two types as well, namely:

1. Intrinsic motivation

This type of motivation leads to needs that come from within (internal) a person or internally have a beneficial impact, such as competence, self-determination, and feelings of achievement. Maslow (1943) as cited in Bao & Liu (2021) states that this type of intrinsic motivation is more important than the extrinsic type of motivation because according to him the order of human needs can be arranged from the most basic, namely needs related to physical needs, needs related to community or group, security needs, identity needs, matters related to self-esteem, and self-actualization. Then, they continue that this natural order is what causes a person to be driven to increase their level of performance to a higher level.

2. Extrinsic Motivation

This type of motivation results from a person's willingness to avoid a punishment or earn a reward as a result of winning something. Extrinsic motivation, as the name suggests, comes from the outside and consists of gift, external assessments, awards, money, and grades. They also presented an example of

this type of motivation, which is that many parents or teachers often promise students to give a prize if they succeed in doing something. This has an impact on students who eventually feel motivated to learn to be able to achieve the goal.

Furthermore, Schunk as cited in Istianti (2013), also divides motivation into two types, namely intrinsic and extrinsic motivation.

1. Intrinsic Motivation

Intrinsic motivation is motivation that arises because of one's own desires. In other words, this motivation comes from within. Students with intrinsic motivation tend to be diligent in learning and enjoy all the processes in learning due to the motivation that arises from within them. This is because they want and believe in rewards that come from themselves. They do not depend on or care about external rewards. When compared to extrinsic motivation, intrinsic motivation has its own advantages. This is because students who have intrinsic motivation are considered to be easier and faster in achieving goals because they have motivation that comes from within themselves and do not care about what they will get from outside or external rewards.

2. Extrinsic Motivation

This motivation can be interpreted as motivation that makes a person engage in an activity in order to achieve certain goals. In this case, a student can be motivated to do something as a result

of their belief that when they do something or engage in an activity, they will get something such as praise or reward from the teacher or punishment. In short, extrinsic motivation is motivation that comes from external factors. Istianti (2013) concluded that extrinsic motivation can be caused by several factors, such as the environment, parents, teachers, friends, and so on.

Furthermore, Gardner and Lambert as cited in Istianti (2013) also divided extrinsic motivation into two parts, namely:

a. Integrative motivation

In this type of motivation, students have an interest in the culture and things related to the target language. This interest will make students want to learn the target language. When this motivation is strong, a student will involve himself in matters related to the target language and will strive to learn to be able to master the target language. Meanwhile, when this motivation is weak, the student will have a sense of curiosity about the culture and things related to the target language.

b. Instrumental motivation

This motivation is described as the ultimate goal of learning the target language by students, namely getting a better job or status.

Istianti (2013) also concluded the definition of integrative and instrumental motivation. Where, integrative motivation relates to the reasons or background of students learning English. Meanwhile, instrumental motivation relates to students' thoughts, views, and opinions about English as a means to get a good position, status, and job.

Istianti (2013) then suggests that in the teaching and learning process, there are many other factors that affect students' extrinsic motivation, namely:

a. Teacher

Teachers play an important role in the teaching and learning process to introduce and shape student motivation. The role of the teacher is not only to convey knowledge to students, but also as a motivator who provides support and motivation to students in the learning process. A teacher is responsible for creating a successful learning process so that the teacher is obliged to foster student learning motivation.

b. Parents

Parents have a big influence on a child's process at school. Parents are expected to be able to motivate their children to achieve good goals in their school.

c. Environment

The environment is also another factor in the emergence of student motivation. The good results obtained by students at school are due to the influence of a good environment. When teaching and learning activities are carried out in a clean, healthy, and of course good environment, it will also have a good impact on student learning outcomes.

5. Speaking

a. Definition of Speaking

Indira (2023) conclude that speaking is the process of someone communicating with each other and exchanging ideas and thoughts. Furthermore, Pratiwi & Ayu (2020) state that speaking is a skill possessed by individuals to be able to share their thoughts and produce language. This is because, according to them, someone who is going to speak must create concepts in their mind and then issue them in the form of vocabulary by adjusting the target language needed. In addition, (Choirunnisa & Sari, 2021) defines that speaking is the method used to convey information or ideas from the speaker to the listener. In speaking, a student must have more knowledge and experience in order to be able to develop and express ideas or opinions.

While (Zega & Hulu, 2022) argues that speaking is a skill that not only relies on knowledge of language, but also relies on skills in processing ideas, thoughts, language, and information. Then they concluded that speaking is a process of conveying, responding, and sending messages in the form of information to other listeners. Similar to Soma (2023) who states that speaking is an ability that is not only related to how words are spoken, but also related to thinking (cognitive) abilities, which is about how words are arranged into phrases and then sentences that are well structured and issued with good, correct, and structured language.

Then Ekayanti et al. (2021) perceive that speaking is a skill in producing which is of course always related to listening skills. When speaking, students must produce meaningful language or ideas so that listeners can understand what is conveyed. Moreover, Asikin (2023) suggests that speaking is a skill that allows us to be able to share and exchange information, ideas, and thoughts and produce language. Speaking is sometimes considered as one of the most difficult things, especially in speaking foreign language or second language. This is because, before speaking, students have to gather and conceptualize ideas in their minds and then speak to them out based on the target language required.

Based on several definitions and explanations related to speaking, researcher can conclude that speaking is the ability of how

ideas, information, or thoughts are processed, organized, produced in the form of language.

b. Element of Speaking

Based on Mandasari & Aminatun (2019) there are five elements in speaking ability, those are:

1. Vocabulary

Vocabulary is an important key that allows students to express opinions, information, or ideas.

2. Pronunciation

Pronunciation is one of the most important things in speaking. This is because with this pronunciation, students can produce correct sounds in English. Errors in pronunciation can have an impact on the listener's understanding, so students must have a good and correct pronunciation.

c. Grammar

Grammar is also one of the important elements in speaking. This is because grammar plays a role in conveying information that is organized according to the structure of English. With good grammar, information or ideas can be conveyed well.

4. Fluency

Fluency is also important in speaking. This is because fluency plays a role in producing spoken language.

5. Content

Content is one of the most important things in speaking because it is related to ideas and their delivery.

C. Conceptual Framework

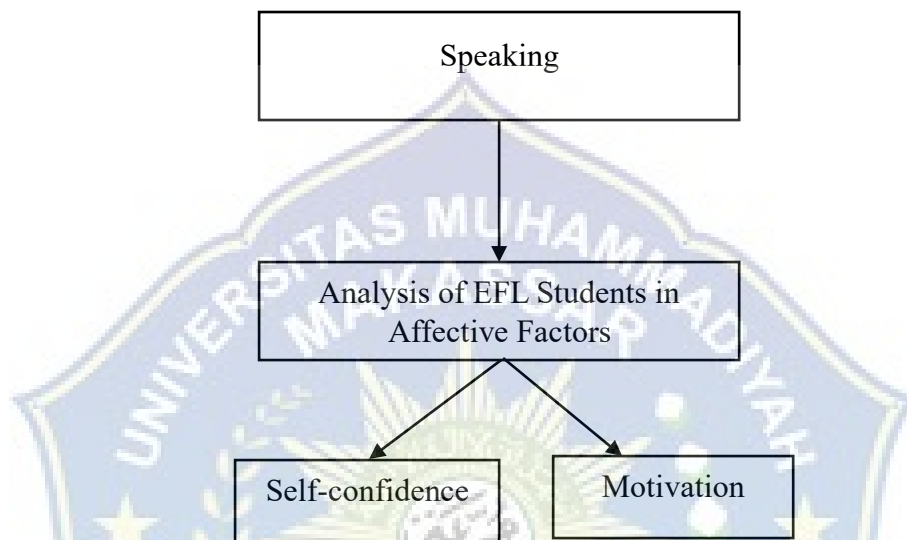


Figure 2.1

In this case, the researcher found out and analyse how the students' self-confidence and motivation in English speaking as a foreign language at Universitas Muhammadiyah Makassar. The researcher choses affective factors as an independent variable and speaking as the dependent variable. According to Zhu & Zhou (2012) during the period when students and teachers are in junior high school, affective factors are important to know because they play a role in how the learning experience between students or teachers during this period undergoes significant emotional, psychological, and physical changes.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

In this research, the researcher used a qualitative research method. According to Creswell & Creswell (2012), defines qualitative research as the exploration and understanding of how individuals or groups view a social problem. The research process entails developing questions and procedures, collecting data in a participant setting, analysing data inductively, moving from specific themes to general themes, and interpreting the significance of findings. In this case, the aim is to know the students' self-confidence and motivation in English speaking as a foreign language. The researcher used observation checklist and interviews with students at Universitas Muhammadiyah Makassar for this research.

B. Research Subject

The subject of this research were the students of Universitas Muhammadiyah Makassar. In sampling, the researcher used total sampling. In Universitas Muhammadiyah Makassar, there are only three classes. The researcher chose students from English Education Department until the fourth semester, class C and there were 13 students in the class.

C. Research Instrument

This research used observation checklist and an interview to support the data about students' motivation, record, and documentation.

1. Observation Checklist

According to Arikunto (2010), observation is the process of focusing on a situation, event or the process of observing and analysing events that attract attention is an observation method. After conducting the test, the researcher observed the reactions made by the students. According to Sanjaya (2013) an observation checklist is a guideline for observation contains aspects that can be observed, observers or observers give signs tick or check to determine whether or not something is based on the observations. There were 8 statements about high self-confidence and 8 statements about low self confidence that have been observed.

2. Interview

According to Sugiyono (2018), interviews are used for data collection when researchers want to conduct preliminary studies to find out the problems to be investigated, and when researchers want to obtain more detailed information about respondents or little / small numbers of respondents. There were 12 questions have been answered by participants.

D. Procedure of Collecting Data

1. The researcher asked permission to do the research at Universitas Muhammadiyah Makassar in the class.
2. The researcher gathered the students and they become the participants/respondents.

3. The researcher explained about the purpose of the research to students. The data collected by using observation, interview, record and documentation.
4. The first is observation when the students do the speaking class subject. The researcher marked the observation checklist for each student based on the performance. There were 16 statements based on the aspects of self-confidence, to see the students' high and low self-confidence. It has been documented by video and photo.
5. The second is interview, the researcher formulated the questions about motivation. There were 12 questions and can be developed based on the responses from the subjects. It is intended that researcher can obtain broader information. Students were interviewed one by one and finished about 5 until 7 minutes every student. It was recorded and wrote in a script.
6. The researcher collected and process data with descriptive analysis.

E. Technique of Data Analysis

To analyse the data, the researcher used study from (Miles and Huberman, 1992) as cited in Sugiyono (2016) as follows:

1. Data Reduction

Reducing data, it means summarizing, filter, select, eliminate, and choosing the main things, focus on affective factors (self-confidence and motivation) as an English as a foreign language in speaking (vocabulary

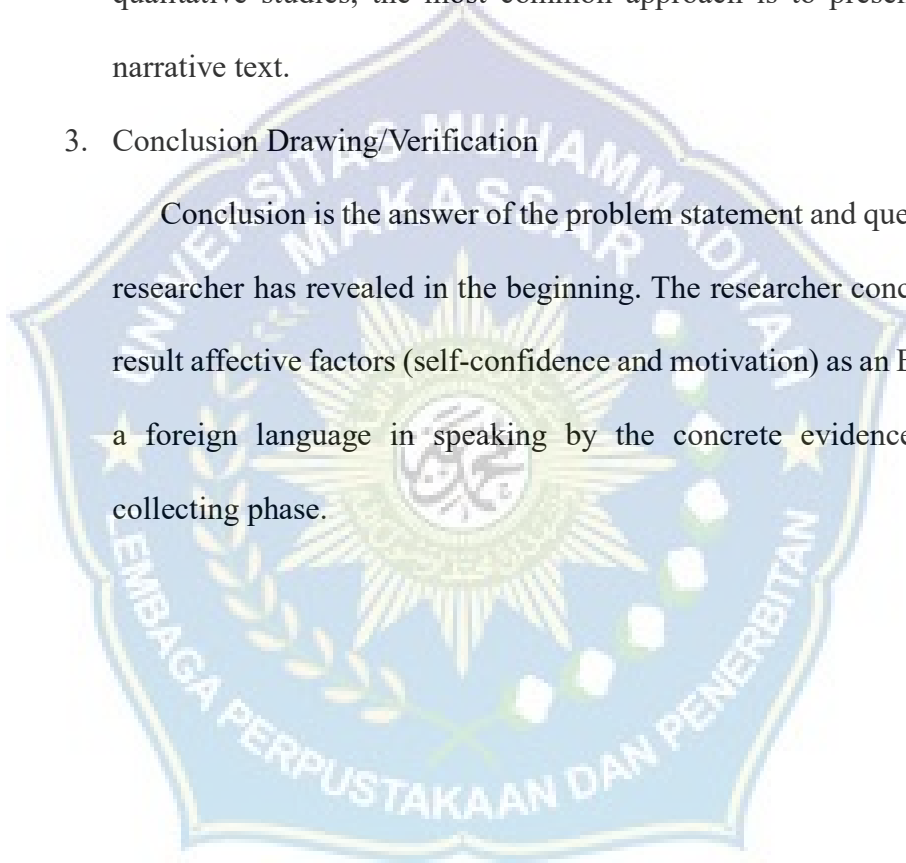
and fluency), looking for themes and patterns. Thus, the reduced data provided a clearer.

2. Data Display

The objective of data presentation is to facilitate comprehension and enable researcher to follow up on the information presented. In qualitative studies, the most common approach is to present data in narrative text.

3. Conclusion Drawing/Verification

Conclusion is the answer of the problem statement and question that researcher has revealed in the beginning. The researcher concludes the result affective factors (self-confidence and motivation) as an English as a foreign language in speaking by the concrete evidence at data collecting phase.



CHAPTER IV

FINDINGS AND DISCUSSIONS

A. Findings

This chapter described all the research findings and discusses them.

The findings were linked to the problem statement mentioned in the introduction. The findings presented in this section consisted of data obtained through observation and interviews with students in the class under study, to find out the students' self-confidence and motivation in speaking English as a foreign language.

1. Students Self-Confidence in Speaking

The result of the students self-confidence in speaking was described as follows:

- a. Students don't feel embarrassed when speaking. During class, many of the students did not feel embarrassed when speaking which shows confidence. In several meetings, the lecturer gave several methods for speaking such as role play, groups for speaking practice, news report and individual speaking assignments. They can engage in conversation and in several different topics or they are able to express their ideas.
- b. Students diligently answer using English with minimal pauses or filler words. Students always try to answer using English, although sometimes they have a pause, but with the use of filler words such as 'um,' 'eh,' or 'like' shows that students think critically before speaking and have prepared themselves well with the words or sentences they

will say accordingly. Despite occasional hesitation, they still endeavour to speak well and understandably by maintaining a steady rhythm in speaking, which helps them communicate effectively.

- c. Students can express their thoughts and opinions clearly and confidently. With a variety of topics and questions, some prepared a few days in advance and others prepared on the day, they were able to answer and say what they wanted to say. Their confidence was seen when they were asked to speak up during the discussion, ask questions, and engage with the topics being discussed. As for the individual tasks where the topic was determined on the day with minimal preparation, when speaking, they were able to organise their thoughts logically and deliver them with little hesitation and anxious.
- d. Students engages in interactive communicate processes, such as asking questions and responding to others. Students actively communicate in class, such as asking questions if there is something that is not understood, active in the learning process, socialising well with their friends, because they are often in groups, they are able to convey and interact well on the material or topic given.
- e. The student maintains positive body language, such as maintaining eye contact and using open gestures. Students can make eye contact with their friends and lecturer, although not all, but they still try to occasionally look at their friend and lecturer. This shows that they are actively listening, interested and understand what others are saying.

Some of them also often show other body gestures such as moving their hands, making it easier for them to express their thoughts.

- f. The student is aware of their strengths and weaknesses and uses this self-awareness to improve their speaking. Students know where their difficulties lie, such as vocabulary acquisition and grammar that often occur. There are students who have more vocabulary but less precise grammar. Students who feel shortcomings and difficulties actively try to overcome this, such as asking their friends, lecturers, and if the topic discussed is given the previous day, they prepare well what they will say later.
- g. The students were felt confused and anxious while speaking. As for some students' difficulties in speaking, such confusion can stem from difficulties in remembering vocabulary, forming correct sentences, or understanding the topic they are discussing. They become confused and anxious because they sometimes forget what they want to say, they can speak well when the topic has been prepared a few days before or they are interested in the topic given. As for the topic on the day, they were given time to think about the topic they were going to discuss. They are able to express many opinions and ideas but are hindered by their lack of vocabulary.
- h. The students wanted to speak English, but sometimes still used their mother tongue. Some students sometimes reflexively use their mother tongue. They are motivated to communicate to convey their

opinions and ideas, but they have difficulty finding or remembering vocabulary. However, when they encounter difficult vocabulary, unfamiliar expressions, or complicated ideas, they may revert to their mother tongue as a way out. Students can understand what their friends or lecturers are talking about. Nonetheless, their desire to engage in English shows determination and a positive attitude towards learning.

From the observations made, it could be concluded that the students have high self-confidence, because there are six statements that show "yes" in the observation checklist of high self-confidence and only two statements that show "yes" in the observation checklist of low self-confidence.

2. Students Motivation in Speaking

In the interview section, the researcher tried to collect data by asking questions to find out the students' motivation in speaking English. The questions consisted of two kinds, namely regarding intrinsic motivation and extrinsic motivation. The researcher takes samples based on class observation data. There are 12 questions about motivation. The following was the result of an interview with the students of English Education Department, fourth semester of C class.

Q (1) Do you always do the speaking assignment which is assigned by the lecturer and collect it on time? Why?

Yes, on time because I consider it an obligation, so that I don't feel a burden, if there is an assignment and I remember it I immediately do it, if I put it off I'm afraid there are other tasks that add to the burden and are heavier. So, I feel that I have to do it on that day. Do it as soon as possible (P1, P5, P6, P10, P13).

I can submit my assignments on time, but I often work 1 hour before the assignment is due, because I find it very exciting and challenging, and ideas come out more if the time is tight (P2 & P3). I do my assignments and submit them as soon as possible because I'm afraid I'll forget it. Our lecturers are very punctual in collecting assignments, so I try to submit them as soon as possible before the deadline for fear of forgetting to submit them. If I'm late the lecturer won't accept them anymore (P4, P8, P12).

When I have free time, I work on it immediately, and submit it as soon as possible before the deadline (P7).

I make sure to do the assignments on time because I enjoy practicing speaking, and it helps me feel more confident and give more motivation (P9 & P11).

Q (2) Do you feel hard and unsure of yourself when you speak English in your speaking class? Why?

I don't feel like that, in fact I feel excited, because since I was a child I often watched English movies and from Indonesian subtitles, now I am able to watch with English subtitles, sometimes I also don't use subtitles to measure my abilities, and I feel more happy when talking directly with foreigners, now I have online friends from several countries, I use applications that can use voice calls, it makes me more experience (P1 & P10).

It depends on the situation, if the situation makes me comfortable, I can speak English fluently, if the environment is uncomfortable, it makes me nervous (P2).

I sometimes feel anxious and overwhelmed by the lack of vocabulary and if it's very crowded, I get a little anxious, if it's not too crowded, I can do it (P3 & P5).

If I prepare more, I can do it, but if I don't prepare at all, I won't be able to do it suddenly, I'm afraid of being wrong (P4, P6 & P7).

Sometimes I feel unsure, but it reminds me that mistakes are my opportunity to learn, because I come from the English Education department, so I push myself to keep trying I'm motivated to improve (P8, P9 & P12).

I'm motivated by the idea that each time I speak, I'm getting a little better. I feel unsure, but I want to become fluent, so I push myself to speak even when it's hard (P11 & P13).

Q (3) When the speaking class is started, do you find it hard pay attention seriously to the teacher's explanation? Why?

No, because the lecturer explained clearly, made us active in class, as well as after the explanation we were immediately given speaking exercises, both groups and individuals, so we tried to develop better (P1, P8 & P10).

No, because the lecturer is very disciplined, so I try to listen well to what the lecturer explains, after explaining usually the lecturer gives assignments directly for speaking, so in every meeting I try to do full speaking English with various methods given (P2, P5, P6 & P7). Sometimes it's difficult if I don't listen to the explanation well, because sometimes I don't know the meaning of the vocabulary being discussed, as well as sometimes topics that are difficult for me to understand, sometimes I have to be explained more than once or combine English Indonesia when the lecturer explains (P3 & P4). No, I think it's easy because I'm curious and interested in developing my speaking skills, especially since I'm an English major, which I feel I should be able to do (P9, P11, P12 & P13).

Q (4) Do you think learning speaking is bored? Why?

There is no boredom for speaking English language, because I use it in my daily activities, such as communicating with friends from abroad, I also can share my opinion and ideas, so there is no reason to be bored and dislike it (P1, P10 & P11).

It's not boring, in fact it's very challenging, especially if you prepare from scratch and it depends on the topic, if I know it and it's a fun topic to discuss, or if there are various methods for speaking (P2, P3, P4, P6, P9 & P13).

No, because speaking is a means of communication with each other, especially since English is used as an international language, so I like learning it (P5, P7 & P12).

I'm actually not bored, it's just that I lack vocabulary, if I know more vocabulary it makes it easier for me to speak and convey ideas (P8).

Q (5) Do you try to improve your speaking, if you receive bad score? Why?

Yes of course, sometimes there are 2 topics in one meeting, if I feel lacking in the first topic I will try to maximize in the second topic, by preparing vocabulary and sentences that I will talk about, I feel very challenged and sad at the same time, but I still try, in the next topic or the next meeting (P1, P10, P11 & P13).

Yes, because it was an opportunity for me to study and get higher grades, I realized that there were shortcomings in my vocabulary such as anxiety that suddenly came up because of the situation (P2, P3 & P5).

I am actually motivated by it, especially if I see my other friends are able to do it, I will ask them if there is something that needs to be done (P6, P8, P9 & P12).

Sometimes I feel disappointed with the results but after that I try to think and try again and learn again to be better (P4 & P7).

Q (6) If you speak in English, have you find it difficult to get the meaning of new vocabulary? Why?

Sure, sometimes it happens, because of the limited vocabulary I have, but it doesn't make me bad, I feel I have to memorize more, read or watch more so that my vocabulary increases (P1, P3, P8, P9 & P10).

Yes, because sometimes when the lecturer explains using English quickly, so I need to listen well or ask other friends (P2 & P4).

Yes, it depends on the topic that will be discussed especially if I am unprepared or suddenly, I will feel anxious, so I forget the vocabulary that I was going to say (P5, P7 & P13).

I know what I want to say but I can only keep it in my head, when I am about to speak, I may stammer or hesitate because I think about whether what I say is what I mean (P6, P11 & P12).

Q (7) While doing your speaking assignment and get difficulties, do you ask the lecturer to help you? Why?

Yes, because I am usually interested and motivated by what each meeting is doing, I feel very happy when there is a new topic that I am interested in, but I need to ask questions to make sure that what I mean is correct (P1, P2 & P13).

Yes, I often ask a lot of questions if I don't understand, because I'm afraid there is a misunderstanding in understanding what the lecturer is saying (P4, P6, P10 & P11).

If I have difficulties, I usually ask my friends, who I think understand more than me, because sometimes I feel embarrassed to ask the lecturer directly (P5 & P7).

I sometimes ask questions, because by asking back it will make it clearer, it really helps me in the process in class (P3, P8, P9 & P12).

Q (8) Do you initiate to do speaking assignment if it is not instructed by your teacher? Why?

Yes, because I enjoy practicing, like before I often make voice calls with friends who are abroad, so I feel motivated to develop my speaking skills (P1 & P10).

Yes, because actually every meeting we do a full speaking activity from the meeting the lecturer will assess our activity in the classroom (P4, P8 & P11).

Yes, but the lecturer often instructs and has a deadline for submission, so if there is an assignment and time sent, I try to do it as quickly as possible (P5, P6, P7 & P13).

No, it depends on the situation, if many of my friends are going to or have finished working on it, I will also work on it (P9 & P12).

If there is no instruction, I still don't work on it, usually if there is a deadline, I just work on it and submit it a few hours before (P2 & P3).

Q (9) Do you like speaking class because you think your lecturer is very good? Why?

Yes, I really like it because our lecturer is very active in doing the learning process, with various topics given from the beginning of the meeting, various methods, we try some new things to practice our speaking, from group assignments, we are given topics to discuss together, news reports, and some individual assignments, as for the mid test and final test, we are full speaking English with two topics to be discussed (P1, P2, P6, P10, P12 & P13).

Yes, I like it because the lecturer gives clear explanations, always gives exercises so that we get used to, are able to speak in public, it is an inspiration and experience for me to be more motivated to speak English (P4, P7, P8, P9 & P11).

Our lecturers are also very good, it's just that sometimes we don't understand because of the speed of the lecturer speaking, my lack of focus, the lack of vocabulary that I understand (P3 & P5).

Q (10) Do like to have conversations with friend to improve your speaking? Why?

Yes, I do but with my other friends, interacting a lot with friends from abroad who are also native speakers, so that I can practice listening and listening to the right pronunciation and increase my vocabulary apart from daily conversation (P1 & P10).

Yes, I often do exercises together, during class we try to use full English, but outside of that we usually combine English and Indonesian (P9, P12 & P13).

Yes, I sometimes do, because being with friends is more natural, the burden feels a little less, so I can talk more without thinking about mistakes (P2, P4, P6 & P7).

Yes, it happens, when I'm with my friends, I feel more free to express my ideas and opinions, the words I want to say can be easily said (P3, P5, P8 & P11).

Q (11) If you get the difficult to speak with your lecturer and other friends, do you need mother tongue to help you? Why?

Yes, but I am very motivated to try not to express it in my mother tongue, I feel very challenged to remember the appropriate sentences or vocabulary to say (P1, P9, P8, P10, P11 & P12).

Yes, sometimes I reflexively do that to clarify clearly what I want to say, but I try to minimize the occurrence by giving a few moments of pause to remember the vocabulary I want to say (P4, P6 & P13).

Yes, I need my mother tongue to explain what is necessary to lower my anxiety a little bit, because I want to express my opinion more (P2, P3, P5 & P7).

Q (12) Are you very interested in participating in english corner or english club activities? Why?

Many of them are less interested, they are only interested in training with other friends, or with online friends through apps, reading or watching films. Others are interested but have never participated with the English club community. There is only one of them who has participated in an English club, namely having studied in an English village for some time, because he feels that English is an important thing to learn.



B. Discussions

This discussion section presents and explains the findings of the research conducted by the research and comparisons of related research. After the researcher completed the research, based on the data collected from the research through observation, the researcher conducted observations with the objective of seeing how students' self-confidence students have in speaking English as a foreign language.

1.) Self-Confidence

Based on the results of the study, there are 6 statements that indicate that students have high self-confidence. The first one is many of them do not feel embarrassed when speaking English, because of frequent practice and the use of various methods provided by lecturers, so they are used to it. In several meetings, the lecturer gave several methods for speaking such as role play, groups for speaking practice, news report and individual speaking assignments. According to Febriyanti (2023) and Syarla et al. (2023) the results of the post-test saw much better than the previous pre-test and here we could conclude that by used the role-play method and group discussion in speaking English helps improve the ability students and increase students' self-confidence English speaking ability.

Students diligently answer using English with minimal pauses or filler words. Students usually use of filler words such as 'um,' 'eh,' or 'like' shows that students think critically before speaking and have

prepared themselves well with the words or sentences they will say accordingly. Based Komariah et al. (2020) and Widiastuti et al. (2021) result of research says that fillers are part of communication strategies and play an important role in foreign language learning. This strategy can help students overcome communication barriers and challenges.

Students can express their thoughts and opinions clearly and confidently. In this way, students are more courageous, confident and able to express their opinions and ideas. According to Lauster (2006) cited in Puji (2021) the indicators of self-confidence are the courage to speak up and express their opinion and the students also aware of their strengths and weaknesses and uses this self-awareness to improve their speaking. In the class their confidence is also more visible when a variety of topics are discussed. If they understand and are able, they are more confident when speaking, when they are interested, they ask more questions and are more active in class. This shows that it is important to determine the speaking topic to be discussed in order to boost students' confidence. The student also aware of their strengths and weaknesses and uses this self-awareness to improve their speaking. Students know where their difficulties lie, such as vocabulary acquisition and grammar that often occur.

Students engages in interactive communicate processes, such as asking questions and responding to others. According to Lauster (2006) as cited in Tunnisa (2021), one of characteristic of a person have high

self-confidence is ability to communicate and socialize well with others. Students actively communicate in class, such as asking questions if there is something that is not understood, active in the learning process, socialising well with their friends, because they are often in groups, they are able to convey and interact well on the material or topic given.

Based on Zivkovic (2014) as cited in Puji (2021) someone who has low self-confidence that when speaking they tends to avoid eye contact with the audience. This is because they are worried and afraid of getting criticised, but based on the data, the student maintains positive body language, such as maintaining eye contact and using open gestures. This shows that they are actively listening, interested and understand what others are saying. Some of them also often show other body gestures such as moving their hands, making it easier for them to express their thoughts.

There were eight statements that indicate low self-confidence, there were two statements that occurred during the observation. The first is the students was felt confused and anxious while speaking, such confusion can stem from difficulties in remembering vocabulary, forming correct sentences, or understanding the topic they are discussing. They become confused and anxious because they sometimes forget what they want to say, they can speak well when the topic has been prepared a few days before or they are interested in the topic given. The second is students wanted to speak English, but

sometimes still used their mother tongue. They are motivated to communicate to convey their opinions and ideas, but they have difficulty finding or remembering vocabulary. Nonetheless, their desire to engage in English shows determination and a positive attitude towards learning.

2.) Motivation

Based on the data collected from the research through interview the researcher conducted data with the transcript of seeing how students' motivation has in speaking English as a foreign language. There were 12 questions, and 13 participants answered the interview.

The data shows that most students don't feel a burden, if there is an assignment and they remember it immediately do it, they feel afraid there are other tasks that add to the burden and are heavier. They feel that have to do it on that day, submit it as soon as possible before the deadline, they enjoy practicing speaking, and it helps them feel more confident and give more motivation. It means that they show intrinsic motivation. Meng (2021) explains that in psychology, motivation is a condition that comes from within (internal). According to him, there are three aspects to motivation, namely knowledge of special needs, the ability to understand or in this case cognitive drive, and the ability to master some things.

Then, sometimes some of them feel unsure, but it reminds them that mistakes are their opportunity to learn, they said because we come from

the English Education department, so they push their self to keep trying and motivated to improve. They are motivated by the idea that each time they speak, they are getting a little better. They feel unsure, but they want to become fluent. Same from Bao & Liu (2021) motivation in psychology means a process that comes from within (internal) where this process stimulates a person to do something with the aim of fulfilling and achieving a certain need or goal. Meanwhile, in language learning, motivation can be interpreted as the power, drive, and desire of learners to learn a language.

Filgona et al. (2020) based on Self-determination Theory (SDT) intrinsic motivation, this motivation can be recognized by the curiosity to face something new. This motivation also gets a boost from a person's sense of pleasure or interest when doing something. They said “I think it's easy because I'm curious and interested in developing my speaking skills, especially since I'm an English major, which I feel I should be able to do after explaining usually the lecturer gives assignments directly for speaking, so in every meeting I try to do full speaking English with various methods given”.

In the fourth question, all of them said that they don't think speaking English is boring, they said “Because I use it in my daily activities, such as communicating with friends from abroad, I also can share my opinion and ideas, so there is no reason to be bored and dislike it, especially since English is used as an international language, so I like

learning it”. They said “In fact it's very challenging, especially if you prepare from scratch and it depends on the topic, if I know it and it's a fun topic to discuss, or if there are various methods for speaking”.

According to Istianti (2013), students with intrinsic motivation tend to be diligent in learning and enjoy all the processes in learning due to the motivation that arises from within them. From the interview students feel very challenged and sad at the same time when they got a bad score, but they still try, in the next topic or the next meeting, it was an opportunity for them to study and get higher grades. They also said “I am actually motivated by it, especially if I see my other friends are able to do it, I will ask them if there is something that needs to be done. Sometimes I feel disappointed with the results but after that I try to think and try again and learn again to be better”.

They have experienced difficulties when speaking, for the example because of the limited vocabulary, it depends on the topic that will be discussed especially if they are unprepared or suddenly, they will feel anxious but it doesn't make them bad, they feel they have to memorize more, read or watch more so that their vocabulary can increase.

There is also one of the most dominant factors of extrinsic factors in this research. Istianti (2013) suggests that in the teaching and learning process, there are many other factors that affect students' extrinsic motivation, one of them is a teacher/lecturer play an important

role in the teaching and learning process to introduce and shape student motivation. The role of the teacher is not only to convey knowledge to students, but also as a motivator who provides support and motivation to students in the learning process. A teacher is responsible for creating a successful learning process so that the teacher is obliged to foster student learning motivation. In this research almost all of the students said “I often ask a lot of questions if I don’t understand, because I’m afraid there is a misunderstanding in understanding what the lecturer is saying, by asking back it will make it clearer, it really helps me in the process in class and actually every meeting we do a full speaking activity from the meeting the lecturer will assess our activity in the classroom.”

In addition, the result of the interview shows that they said “Our lecturer is very active in doing the learning process, with various topics given from the beginning of the meeting, various methods, we try some new things to practice our speaking, from group assignments, we are given topics to discuss together, news reports, and some individual assignments, as for the mid test and final test, we are full speaking English with two topics to be discussed. The lecturer gives clear explanations, always gives exercises so that we get used to, are able to speak in public, it is an inspiration and experience for me to be more motivated to speak English”.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

The following is a conclusion on how students' self-confidence and motivation in speaking English as a foreign language.

1. The result of the research shows that students have a high self-confidence. Based on the results of analysing characteristics of high self-confidence, of the 8 statements on the observation sheet, there are 6 statements that are checked. There are two statements that show "yes" in the observation checklist of low self-confidence, that is the problems or challenges faced by students in self-confidence in speaking, two of which are the students was feel confused and anxious while speaking, so that most students cannot be calm and positive dealing with various situations. The students wanted to speak English, but sometimes still used their mother tongue to speak, because of that student cannot used correct accuracy grammar and vocabulary.
2. In student motivation is more dominant intrinsic motivation, because they have self-awareness and they want to achieve the goals they want. Students can be recognized by the curiosity to face something new, students diligent in learning and enjoy all the processes in learning. There is also one dominant in extrinsic motivation, namely the presence of lecturers who motivate, provide methods, exercises and topics to be discussed.

B. Suggestion

From the result and conclusion above, there are some suggestions from the researcher.

1. For Readers

Never be afraid to try speaking a foreign language, especially English, because a high level of confidence is often associated with better speaking skills, including communication skills with others in conveying opinions and ideas. Try to fight your fear and learn, memorize more vocabulary and grammar accuracy.

2. For Educators

Use several methods and topics to improve students' foreign language speaking skills, so that they are more interested in doing it, give them motivation so that they can do it.

3. For Future Researchers

This thesis can be a reference for the future with similar topics. This research is still not perfect, the researcher really hopes for suggestions for the perfection of this thesis. In addition, the researcher also expects the other researchers to be able to increase her confidence and be more motivated in learning foreign languages.

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APPENDICES 1

Observation Checklist

Observation checklist for supporting the data. In observation, there are 8 statements about high self-confidence and 8 statements about low self confidence that have been observed. Based on the aspects of self-confidence, to see the students' self-confidence while performing their speaking in the class. They are:

High Self-Confidence

No.	Statement	Yes	No	Description
1.	Students don't feel embarrassed when speaking.	✓		<ul style="list-style-type: none"> • Many of the students did not feel embarrassed when speaking • In several meetings, the lecturer gave several methods for speaking such as role play, groups for speaking practice, news report and individual speaking assignments. • They can engage in conversation and in several different topics or they are able to express their ideas.

2.	Students diligently answer using English with minimal pauses or filler words.	✓	<ul style="list-style-type: none"> • Students always try to answer using English, although sometimes they have a pause, but with the use of filler words such as ‘um,’ ‘eh,’ or ‘like’. • Despite occasional hesitation, they still endeavour to speak well and understandably by maintaining a steady rhythm in speaking, which helps them communicate effectively.
3.	Students can express their thoughts and opinions clearly and confidently.	✓	<ul style="list-style-type: none"> • A variety of topics and questions, some prepared a few days in advance and others prepared on the day, they were able to answer and say what they wanted to say. • Their confidence was seen when they were asked to speak up during the discussion, ask questions, and engage with the topics being discussed. • As for the individual tasks where the topic was

				determined on the day with minimal preparation, when speaking, they were able to organise their thoughts logically and deliver them with little hesitation and anxious.
4.	The student uses correct accuracy grammar, vocabulary, and pronunciation.		✓	
5.	Students engages in interactive communicate processes, such as asking questions and responding to others.	✓		<ul style="list-style-type: none"> • Students actively communicate in class • Asking questions if there is something that is not understood • Active in the learning process • Socialising well with their friends, because they are often in groups • They are able to convey and interact well on the material or topic given.
6.	Students be calm and positive dealing with various situations.		✓	
7.	The student maintains positive body language,	✓		<ul style="list-style-type: none"> • Students can make eye contact with their friends

	such as maintaining eye contact and using open gestures.		<p>and lecturer, although not all, but they still try to occasionally look at their friend and lecturer.</p> <ul style="list-style-type: none"> • They are actively listening, interested and understand what others are saying. • Some of them also often show other body gestures such as moving their hands, making it easier for them to express their thoughts.
8.	The student is aware of their strengths and weaknesses and uses this self-awareness to improve their speaking.	✓	<ul style="list-style-type: none"> • Students know where their difficulties lie, such as vocabulary acquisition and grammar that often occur. • There are students who have more vocabulary but less precise grammar. • Students who feel shortcomings and difficulties actively try to overcome this, such as asking their friends, lecturers, and if the topic discussed is given the previous day, they

				prepare well what they will say later.
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(Adopted and Modified from Fitriani, 2019)



Low Self-Confident

No.	Statement	Yes	No	Description
1.	Students did not dare to answer using English.		✓	
2.	Students always want sat at the back or avoided eye contact with the lecturer for fear of being asked to perform in front of the class.		✓	
3.	The students was shy to raise my hand in English class even if they could answer a question.		✓	
4.	The students feel very embarrassed if make a mistake when speaking English in front of the whole class.		✓	
5.	The students was feel confused and anxious while speaking.	✓		<ul style="list-style-type: none"> • Some students' difficulties in speaking, such confusion can stem from difficulties in remembering vocabulary, forming correct sentences, or understanding the topic they are discussing. • They become confused and anxious because they

				<p>sometimes forget what they want to say</p> <ul style="list-style-type: none"> • They can speak well when the topic has been prepared a few days before or they are interested in the topic given. • As for the topic on the day, they were given time to think about the topic they were going to discuss. • They are able to express many opinions and ideas but are hindered by their lack of vocabulary.
6.	The students was afraid of being looked down upon when they find other students can speak English better than them.		✓	
7.	In speaking class, the students anticipated that would be asked to answer a question, they would tremble		✓	
8.	The students wanted to speak English, but	✓		<ul style="list-style-type: none"> • Some students sometimes reflexively use their mother tongue.

	<p>sometimes still used their mother tongue</p>		<ul style="list-style-type: none"> • To convey their opinions and ideas, but they have difficulty finding or remembering vocabulary. • However, when they encounter difficult vocabulary, unfamiliar expressions, or complicated ideas, they may revert to their mother tongue as a way out. • Students can understand what their friends or lecturers are talking about.
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(Adapted and Modified from Yetti, 2023)

APPENDICES 2

Motivation Interview Question List

1. Do you always do the speaking assignment which is assigned by the lecturer and collect it on time? Why?
2. Do you feel hard and unsure of yourself when you speak English in your speaking class? Why?
3. When the speaking class is started, do you find it hard pay attention seriously to the teacher's explanation? Why?
4. Do you think learning speaking is bored? Why?
5. Do you try to improve your speaking, if you receive bad score? Why?
6. If you speak in English, have you find it difficult to get the meaning of new vocabulary? Why?
7. While doing your speaking assignment and get difficulties, do you ask the lecturer to help you? Why?
8. Do you initiate to do speaking assignment if it is not instructed by your teacher? Why?
9. Do you like speaking class because you think your lecturer is very good? Why?
10. Do like to have conversations with friend to improve your speaking? Why?
11. If you get the difficult to speak with your lecturer and other friends, do you need mother mother tongue to help you? Why?
12. Are you very interested in participating in english corner or english club activities? Why?

Adapted and Modified from Zihni et al. (2023)

Interview Scripts

Script 1

Researcher: Do you always do the speaking assignment which is assigned by the lecturer and collect it on time? Why?

Student : Yes, I try to do it on time, because I consider it an obligation, if it is completed quickly I don't feel burdened. So, if there is an assignment and I remember, I do it as soon as possible, if I procrastinate, I'm afraid there will be other tasks that add to the burden and are heavier.

Researcher: Do you feel hard and unsure of yourself when you speak English in your speaking class? Why?

Student : I don't feel like that, instead I feel happy, because since I was a child, I often watched English movies and from Indonesian subtitles, now I can watch with English subtitles, sometimes I also don't use subtitles to measure my abilities, as for the applications I use to communicate with foreigners.

Researcher: When the speaking class is started, do you find it hard pay attention seriously to the teacher's explanation? Why?

Student : No, because our lecturer explained clearly and the lecturer really made us active in speaking class, after finishing the explanation the lecturer immediately gave us exercises.

Researcher: Do you think learning speaking is bored? Why?

Student : There is no boredom for speaking English language, because I use it in my daily activities and when I communicate with foreigners, I can express my opinions and ideas, so I never feel bored.

Researcher: Do you try to improve your speaking, if you receive bad score? Why?

Student : Yes of course, usually there are 2 topics in one meeting, if I feel lacking in the first topic I will try to maximize in the second topic, by maximizing my speaking skills such as vocabulary prepared from the topic, I still try in the next topic or the next meeting.

Researcher: If you speak in English, have you find it difficult to get the meaning of new vocabulary? Why?

Student : Yes, sometimes it happens, because of the limited vocabulary I have, especially if I don't understand the topic, but it doesn't make me bad, I feel that I have to memorize more, read or watch more so that my vocabulary increases.

Researcher: While doing your speaking assignment and get difficulties, do you ask the lecturer to help you? Why?

Student : Yes, I'm usually pretty interested and motivated by what each meeting is doing, so I'm always happy when there's a new topic that I'm interested in. I just like to ask questions to make sure that what I mean is correct.

Researcher: Do you initiate to do speaking assignment if it is not instructed by your teacher? Why?

Student : Yes, because I like it, because I often communicate with foreigners, so I feel more motivated to improve my speaking skills.

Researcher: Do you like speaking class because you think your lecturer is very good? Why?

Student : Yes, because in my opinion, during the learning process our lecturers are active by providing various topics given starting at the beginning of learning, we try some new things to practice our speaking, for the mid test and final test, we are full speaking English with two topics that must be discussed.

Researcher: Do like to have conversations with friend to improve your speaking? Why?

Student : Oh yes, I have so many friends who are native speakers, and I love communication with them. It's a great way to practise listening and pronunciation, and it helps me to expand my vocabulary.

Researcher: If you get the difficult to speak with your lecturer and other friends, do you need mother mother tongue to help you? Why?

Student : Yes, but I try not to express it in my mother tongue, with that I feel very challenged to remember the right sentence or vocabulary to say.

Researcher: Are you very interested in participating in English corner or English club activities? Why?

Student : I never participated in activities like that, I usually just watch or practice with the app.



Script 2

Researcher: Do you always do the speaking assignment which is assigned by the lecturer and collect it on time? Why?

Student : I submit it on time, but I do it close to the deadline, because usually by doing that my ideas come out more.

Researcher: Do you feel hard and unsure of yourself when you speak English in your speaking class? Why?

Student : It depends on the situation, if the situation makes me comfortable, I can speak English fluently, if the environment is uncomfortable, it makes me nervous.

Researcher: When the speaking class is started, do you find it hard pay attention seriously to the teacher's explanation? Why?

Student : I don't think so, because our lecturers are very disciplined, so I try to listen well, because usually after that there will be an assignment and I try to full speaking English.

Researcher: Do you think learning speaking is bored? Why?

Student : No, in fact it is very challenging, especially if there is preparation from the beginning and it also depends on the topic, if I am interested and know it, as for the speaking methods given, they are very diverse.

Researcher: Do you try to improve your speaking, if you receive bad score? Why?

Student : Yes, I have to because it is the right time to learn more and I also realise my shortcomings in vocabulary as well as the anxiety that suddenly arises due to the situation around me.

Researcher: If you speak in English, have you find it difficult to get the meaning of new vocabulary? Why?

Student : Sometimes the lecturer speaks too fast, so I need to listen carefully or ask someone else.

Researcher: While doing your speaking assignment and get difficulties, do you ask the lecturer to help you? Why?

Student : At every meeting I am usually interested and motivated, so when there is a new topic I am very happy. But, I need to make sure I'm getting the point across better.

Researcher: Do you initiate to do speaking assignment if it is not instructed by your teacher? Why?

Student : No, I still don't do it, I submit the assignment if there is a deadline and do it a few hours before.

Researcher: Do you like speaking class because you think your lecturer is very good? Why?

Student : Yes, because our lecturers are very active and helpful in carrying out the learning process, the methods are diverse, both group and individual assignments, during mid and finals we try to use English in full.

Researcher: Do like to have conversations with friend to improve your speaking? Why?

Student : I do sometimes because it's more natural and I can talk more without worrying about mistakes.

Researcher: If you get the difficult to speak with your lecturer and other friends, do you need mother mother tongue to help you? Why?

Student : Yes, because I need my mother tongue to express my opinion more and lower my anxiety from the situation.

Researcher: Are you very interested in participating in English corner or English club activities? Why?

Student : I'm interested but I've never done it before.



Script 3

Researcher: Do you always do the speaking assignment which is assigned by the lecturer and collect it on time? Why?

Student : I can submit assignments on time, but I often do assignments in a hurry, such as 1 hour before the assignment is due or a few hours before, I think it is very interesting and challenging, and more ideas come out if the time is tight.

Researcher: Do you feel hard and unsure of yourself when you speak English in your speaking class? Why?

Student : Depending on the situation, if it's very crowded I can get a little anxious, but if it's not crowded I can do it, a little difficulty because of vocabulary.

Researcher: When the speaking class is started, do you find it hard pay attention seriously to the teacher's explanation? Why?

Student : Sometimes I don't understand lectures because I don't know the vocabulary or because the topic is difficult. I have to ask for explanations more than once or even use both English and Indonesian.

Researcher: Do you think learning speaking is bored? Why?

Student : Is actually not boring, depending on the topic to be discussed and the method used.

Researcher: Do you try to improve your speaking, if you receive bad score?
Why?

Student : It was a chance for me to study and get better grades. I realised that I had some gaps in my vocabulary, like anxiety, which suddenly came up because of the situation.

Researcher: If you speak in English, have you find it difficult to get the meaning of new vocabulary? Why?

Student : Like the previous one, my shortcoming is in vocabulary, I think I should practice more or watch with English.

Researcher: While doing your speaking assignment and get difficulties, do you ask the lecturer to help you? Why?

Student : Sometimes I ask questions to make it clearer, and it really helps me in class.

Researcher: Do you initiate to do speaking assignment if it is not instructed by your teacher? Why?

Student : If there is no instruction, I still don't do it, only when it is close to the time, usually I just start working on it

Researcher: Do you like speaking class because you think your lecturer is very good? Why?

Student : Our lecturer is good, but sometimes we don't understand because she speaks too fast, I don't focus, and I don't know enough vocabulary.

Researcher: Do like to have conversations with friend to improve your speaking? Why?

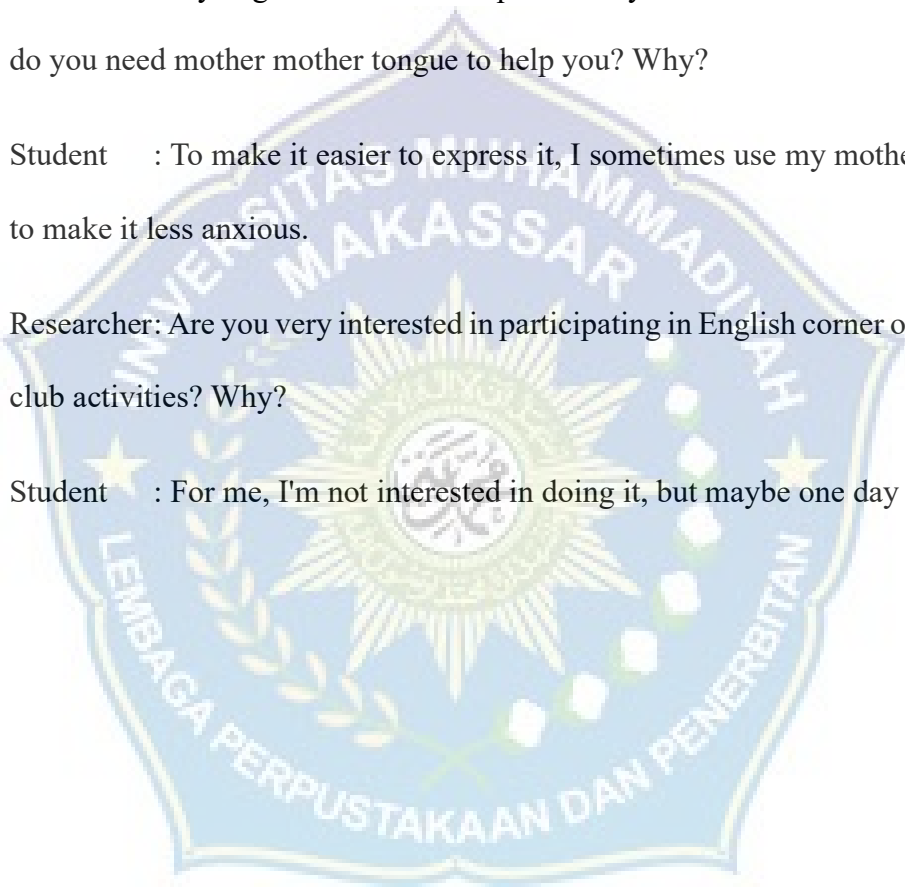
Student : I feel free to express my ideas and opinions with my friends. I can say what I want.

Researcher: If you get the difficult to speak with your lecturer and other friends, do you need mother mother tongue to help you? Why?

Student : To make it easier to express it, I sometimes use my mother tongue to make it less anxious.

Researcher: Are you very interested in participating in English corner or English club activities? Why?

Student : For me, I'm not interested in doing it, but maybe one day I'll try it.



Script 4

Researcher: Do you always do the speaking assignment which is assigned by the lecturer and collect it on time? Why?

Student : Yes, because I'm afraid of forgetting if I have an assignment, so I do it and submit it before the deadline, I'm afraid the lecturer won't accept it if it's late.

Researcher: Do you feel hard and unsure of yourself when you speak English in your speaking class? Why?

Student : If I've prepared beforehand, I can do it, but if I don't prepare at all, I'm worried that I'll make a mistake.

Researcher: When the speaking class is started, do you find it hard pay attention seriously to the teacher's explanation? Why?

Student : Sometimes I have trouble understanding the explanations because I don't always know the meaning of the vocabulary being discussed. Sometimes the topics are difficult for me to understand, and I have to ask for clarification more than once or combine English and Indonesian when the lecturer explains.

Researcher: Do you think learning speaking is bored? Why?

Student : No, it is challenging, but if the topic is given from the beginning, it will be easier and more fun to discuss together.

Researcher: Do you try to improve your speaking, if you receive bad score? Why?

Student : Yes, because I will definitely feel disappointed but after that I think to try again.

Researcher: If you speak in English, have you find it difficult to get the meaning of new vocabulary? Why?

Student : Sometimes when the lecturer is explaining things so quickly in English, I really have to concentrate or ask my friends for help.

Researcher: While doing your speaking assignment and get difficulties, do you ask the lecturer to help you? Why?

Student : Yes, rather than having a misunderstanding it's better for me to ask the lecturer about what was said before.

Researcher: Do you initiate to do speaking assignment if it is not instructed by your teacher? Why?

Student : Yes, because almost every learning meeting there will be speaking activities and from these activities the lecturer will assess us.

Researcher: Do you like speaking class because you think your lecturer is very good? Why?

Student : Yes, although sometimes he speaks quickly, but he gives good and clear explanations, gives speaking practice activities to get more accustomed, because this adds to the experience and I am more motivated.

Researcher: Do like to have conversations with friend to improve your speaking? Why?

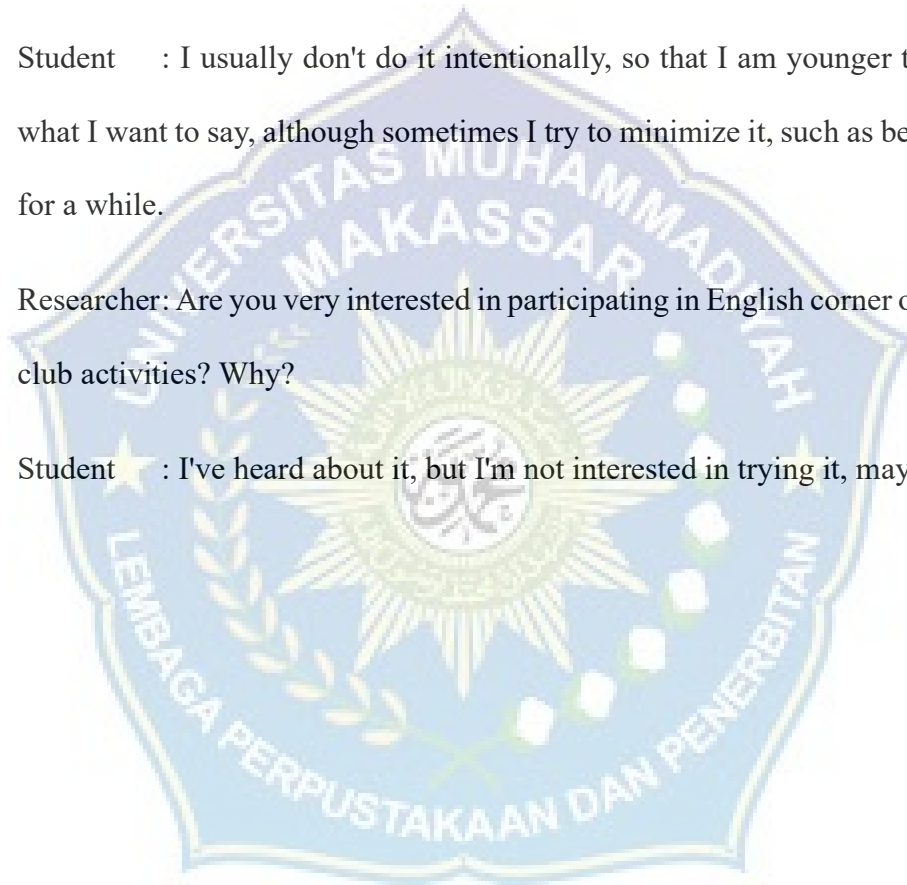
Student : Yes, because usually when I'm with friends suddenly the language I speak is more natural, I don't think too much about mistakes and I'm less stressed.

Researcher: If you get the difficult to speak with your lecturer and other friends, do you need mother mother tongue to help you? Why?

Student : I usually don't do it intentionally, so that I am younger to convey what I want to say, although sometimes I try to minimize it, such as being silent for a while.

Researcher: Are you very interested in participating in English corner or English club activities? Why?

Student : I've heard about it, but I'm not interested in trying it, maybe later.



Script 5

Researcher: Do you always do the speaking assignment which is assigned by the lecturer and collect it on time? Why?

Student : Yes, I am punctual because I try to do my assignments as soon as possible, because usually if I postpone them, there will be other assignments, so I feel that I have to do them on the same day. Do it as soon as possible.

Researcher: Do you feel hard and unsure of yourself when you speak English in your speaking class? Why?

Student : I get anxious easily when the atmosphere is busy and suddenly forget my vocabulary.

Researcher: When the speaking class is started, do you find it hard pay attention seriously to the teacher's explanation? Why?

Student : No, because our lecturer is very disciplined, so when he is explaining the material I try to listen well, because usually there will be an assignment afterwards.

Researcher: Do you think learning speaking is bored? Why?

Student : I don't think so, because I think it's important to learn, because it's an international language to communicate.

Researcher: Do you try to improve your speaking, if you receive bad score? Why?

Student : It's actually sad, but it's also an opportunity because I know where my shortcomings lie in my lack of vocabulary or sometimes sudden anxiety, so I have to put more effort into getting better grades.

Researcher: If you speak in English, have you find it difficult to get the meaning of new vocabulary? Why?

Student : Yes, it really depends on the topic we're discussing. If I'm not prepared or if something unexpected comes up, I tend to get anxious and forget the vocabulary I was planning to use.

Researcher: While doing your speaking assignment and get difficulties, do you ask the lecturer to help you? Why?

Student : For me, because I'm a bit afraid of being embarrassed to ask the lecturer, so sometimes I ask friends

Researcher: Do you initiate to do speaking assignment if it is not instructed by your teacher? Why?

Student : As I said before, I try to do it quickly, because there is a deadline for submitting it

Researcher: Do you like speaking class because you think your lecturer is very good? Why?

Student : Actually, the lecturer is good, but sometimes I'm not focused enough during the lesson or sometimes the lecturer talks too fast.

Researcher: Do like to have conversations with friend to improve your speaking? Why?

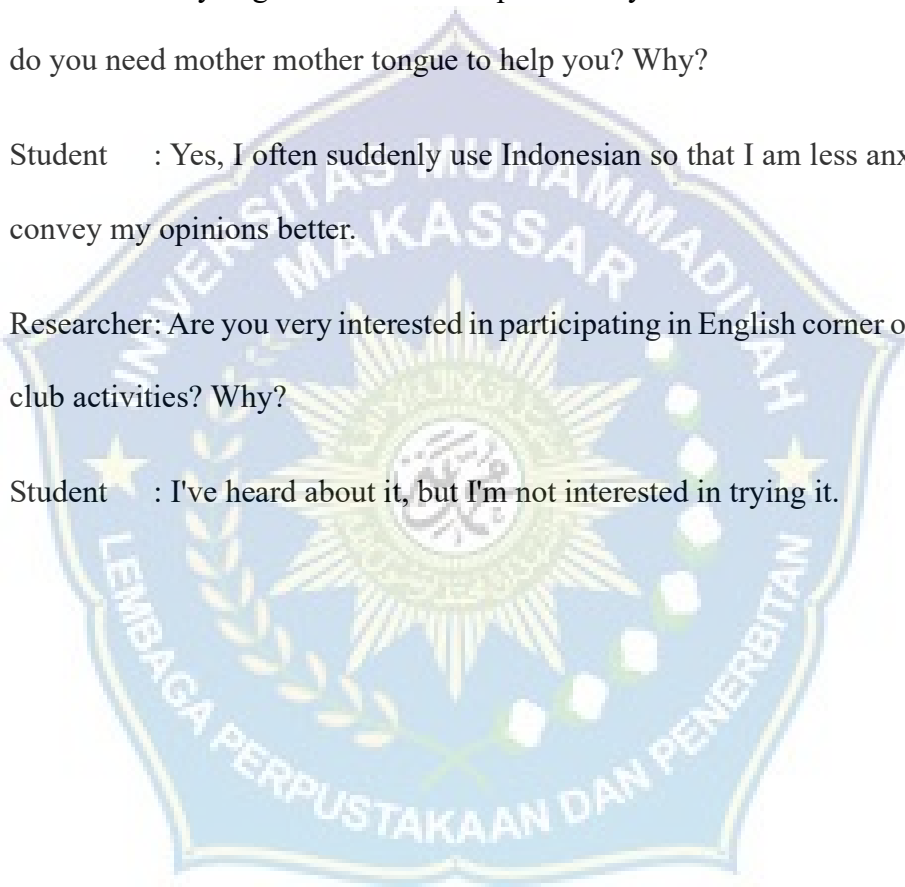
Student : I like it because when I'm with friends, it's easier to express my opinions.

Researcher: If you get the difficult to speak with your lecturer and other friends, do you need mother mother tongue to help you? Why?

Student : Yes, I often suddenly use Indonesian so that I am less anxious and convey my opinions better.

Researcher: Are you very interested in participating in English corner or English club activities? Why?

Student : I've heard about it, but I'm not interested in trying it.



Script 6

Researcher: Do you always do the speaking assignment which is assigned by the lecturer and collect it on time? Why?

Student : In my opinion, I don't really feel burdened, because our job is like this, if there is a task I try to do it quickly, if there is another task it will be more difficult to do later on

Researcher: Do you feel hard and unsure of yourself when you speak English in your speaking class? Why?

Student : Yes, sometimes I feel like that if there is no preparation beforehand.

Researcher: When the speaking class is started, do you find it hard pay attention seriously to the teacher's explanation? Why?

Student : Actually not, because every meeting the methods given vary, so we kind of enjoy, I also try to speak full English

Researcher: Do you think learning speaking is bored? Why?

Student : Not at all, because there is usually a topic that will be discussed so it becomes more exciting, especially if there is preparation from the beginning it will be better to know and understand what will be said, the method is also sometimes in groups or individually.

Researcher: Do you try to improve your speaking, if you receive bad score? Why?

Student : I like to do it too, especially if my friends can do it too. I will ask them if there is something that needs to be done.

Researcher: If you speak in English, have you find it difficult to get the meaning of new vocabulary? Why?

Student : I have a lot of things to say but they are stored in my head, when I want to say them I sometimes stammer.

Researcher: While doing your speaking assignment and get difficulties, do you ask the lecturer to help you? Why?

Student : Yes, I ask a lot of questions if I don't understand, because I'm afraid there is a misunderstanding in understanding what the lecturer is saying.

Researcher: Do you initiate to do speaking assignment if it is not instructed by your teacher? Why?

Student : Yes, usually the lecturer will give instructions by saying it is collected on this day at this time, so I try to do it as quickly as possible.

Researcher: Do you like speaking class because you think your lecturer is very good? Why?

Student : Yes, I do. Being with friends is more natural, so I can talk more without thinking about mistakes.

Researcher: Do like to have conversations with friend to improve your speaking? Why?

Student : Yes, sometimes I try it because it's easier, the burden of speaking seems less because I don't have to think about the mistake.

Researcher: If you get the difficult to speak with your lecturer and other friends, do you need mother mother tongue to help you? Why?

Student : Sometimes I do that to make sure I'm clear, but I try to avoid it by thinking for a moment.

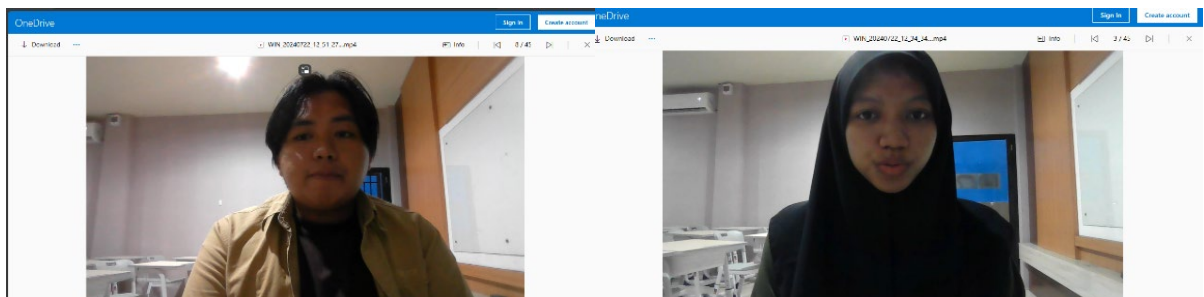
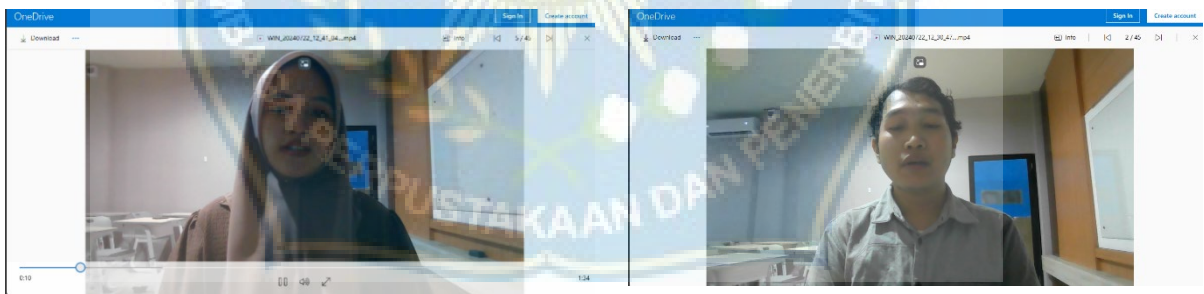
Researcher: Are you very interested in participating in English corner or English club activities? Why?

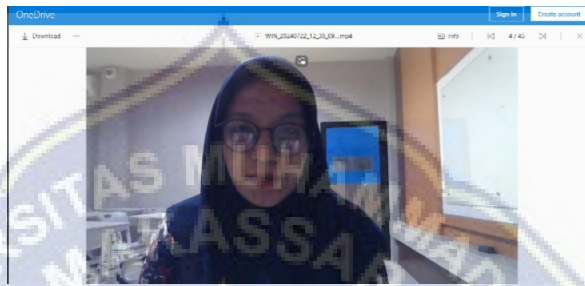
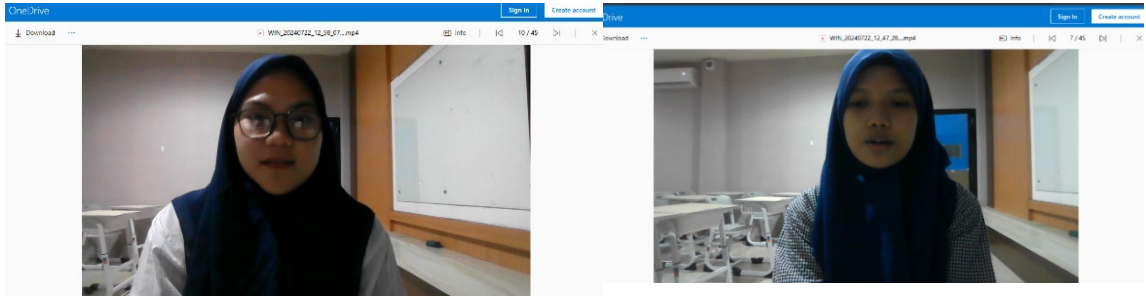
Student : I've heard about it, but I'm not interested in trying it.



APPENDICES 3

DOCUMENTATION





APPENDICES 4

SURAT KETERANGAN BEBAS PLAGIASI



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Menerangkan bahwa mahasiswa yang tersebut namanya di bawah ini:

Nama : Sheila Tasya Wardhani

Nim : 105351105020

Program Studi : Pendidikan Bahasa Inggris

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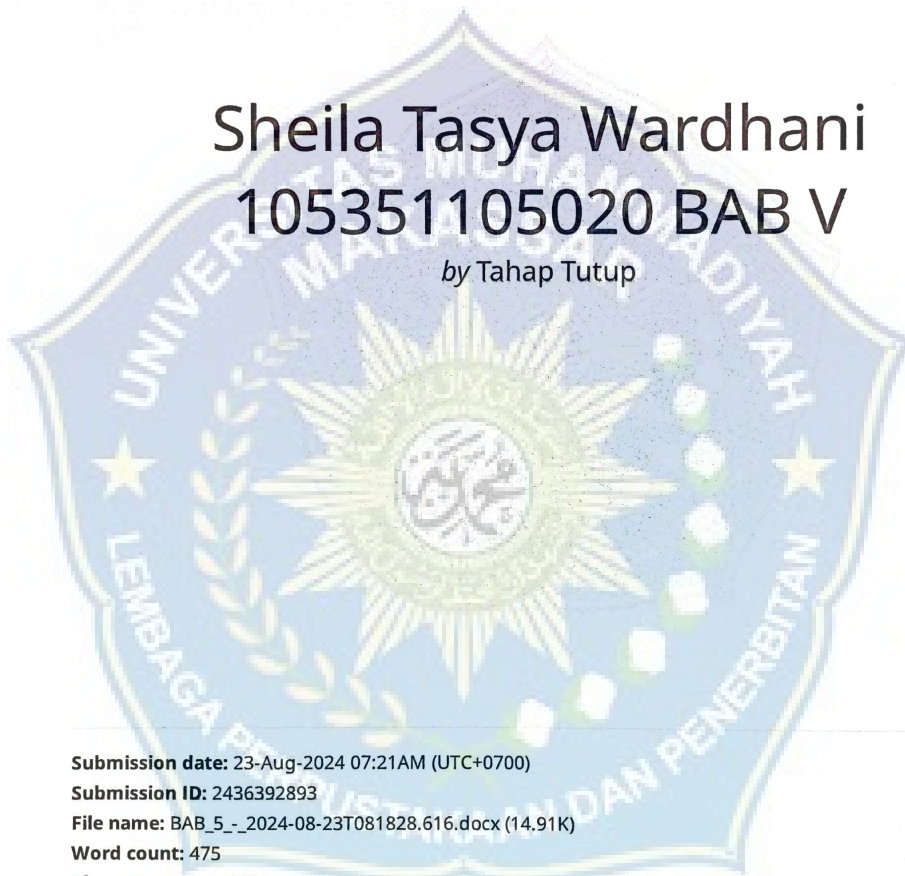
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APPENDICES 5

Surat Pengantar Penelitian dari Fakultas



MAJELIS PENDIDIKAN TINGGI PIMPINAN PUSAT MUHAMMADIYAH
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FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

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Email : fkip@unismuh.ac.id
Web : https://fkip.unismuh.ac.id

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Nomor : 16677/FKIP/A.4-II/VI/1446/2024
Lampiran : 1 (Satu) Lembar
Perihal : Pengantar Penelitian

Kepada Yang Terhormat
Ketua LP3M Unismuh Makassar
Di -
Makassar

Assalamu Alaikum Warahmatullahi Wabarakatuh

Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar menerangkan bahwa mahasiswa tersebut di bawah ini:

Nama : Sheifa Tasya Wardhani
Stambuk : 105351105020
Program Studi : Pendidikan Bahasa Inggris
Tempat/ Tanggal Lahir : Makassar / 14-01-2002
Alamat : Jl. Sultan Alauddin BPH (Bumi 22 D9/9)

Adalah yang bersangkutan akan mengadakan penelitian dan menyelesaikan skripsi dengan judul: An Analysis of Affective Factors for English Foreign Language Students in Speaking

Demikian pengantar ini kami buat, atas kerjasamanya dihaturkan *Jazaakumullahu Khaeran Katsiraan.*

*Wassalamu Alaikum
Warahmatullahi
Wabarakatuh.*

Makassar, 6 Jumadal Ula 1441 H
23 Juli 2024 M

Dekan



Erwin Akib, M.Pd., Ph.D.
NBM. 860 934

APPENDICES 6

Surat Pengantar Penelitian dari LP3M



MAJELIS PENDIDIKAN TINGGI PIMPINAN PUSAT MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH MAKASSAR

LEMBAGA PENELITIAN PENGEMBANGAN DAN PENGABDIAN KEPADA MASYARAKAT
 Jl. Sultan Alauddin No. 259 Telp.866972 Fax (0411)865588 Makassar 90221 e-mail :lp3m@unismuh.ac.id

Nomor : 4674/05/C.4-VIII/VII/1445/2024

24 July 2024 M

Lamp : 1 (satu) Rangkap Proposal

18 Muharram 1446

Hal : Permohonan Izin Penelitian

Kepada Yth,
 Dekan FKIP
 Universitas Muhamamdiyah Makassar
 di -
 Makassar

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Berdasarkan surat Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar, nomor: 16677/FKIP/A.4-II/VII/1446/2024 tanggal 23 Juli 2024, menerangkan bahwa mahasiswa tersebut di bawah ini :

Nama : SHEILA TASYA WARDHANI
 No. Stambuk : 10535 1105020
 Fakultas : Fakultas Keguruan dan Ilmu Pendidikan
 Jurusan : Pendidikan Bahasa Inggris
 Pekerjaan : Mahasiswa

Bermaksud melaksanakan penelitian/pengumpulan data dalam rangka penulisan Skripsi dengan judul :

"AN ANALYSIS OF AFFECTIVE FACTORS FOR ENGLISH FOREIGN LANGUAGE STUDENTS IN SPEAKING"

Yang akan dilaksanakan dari tanggal 28 Juli 2024 s/d 28 September 2024.

Sehubungan dengan maksud di atas, kiranya Mahasiswa tersebut diberikan izin untuk melakukan penelitian sesuai ketentuan yang berlaku.

Demikian, atas perhatian dan kerjasamanya diucapkan Jazakumullahu khaeran

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Ketua LP3M,

Arief Muhsin, M.Pd.
 NBM 1127761

APPENDICES 7

Kartu Kontrol Penelitian



MAJELIS DIKTILITBANG PP MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH MAKASSAR
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PRODI PENDIDIKAN BAHASA INGGRIS

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Telp : 0811 1732121 (Secretary)
Email : prodi@uamuh.ac.id
Web : hg.fkip.uamuh.ac.id

بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِیْمِ

KONTROL PELAKSANAAN PENELITIAN

Nama Mahasiswa : Sheila Tasya Wardhani
NIM : 105351105020
Judul Penelitian : An Analysis of Affective factors for English Foreign Language Students in Speaking
Tanggal Ujian Proposal : 19 Juni 2024
Tempat/Lokasi Penelitian : Ruang Dosen

No	Hari/tanggal	Kegiatan Penelitian	Nama Guru/terkait	Paraf Guru/terkait
1	Senin / 29 - Juli - 2024	Observasi	Siti Asmayanti Am. S.Pd., M.Pd.	♀
2	Senin / 29 - Juli - 2024	Observasi	Siti Asmayanti Am. S.Pd., M.Pd.	♀
3	Selasa / 30 - Juli - 2024	Observasi	Siti Asmayanti Am. S.Pd., M.Pd.	♀
4	Selasa / 30 - Juli - 2024	Interview	Siti Asmayanti Am. S.Pd., M.Pd.	♀
5	Kamis / 1 - Agustus - 2024	Interview	Siti Asmayanti Am. S.Pd., M.Pd.	♀
6	Kamis / 1 - Agustus - 2024	Interview	Siti Asmayanti Am. S.Pd., M.Pd.	♀



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7	Senin / 12 Agustus 2024	Interview	Siti Asmayanti Am. S.Pd., M.Pd.	♀
8				
9				
10				

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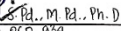
Mengetahui,

Ketua Program Studi,
FKIP Unismuh Makassar


Dr. Umami Khacati Svam, S.Pd., M.Pd
NBM. 977.807



Pengetua/penjaga sekolah/instansi


S.Pd., M.Pd., Ph.D.
NBM. 860.834

APPENDICES 8

Surat Keterangan Selesai Meneliti



**MAJELIS PENDIDIKAN TINGGI PIMPINAN PUSAT MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH MAKASSAR
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**

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Web : https://fkip.unismuh.ac.id

Wassalamu

SURAT KETERANGAN PENELITIAN
Nomor : 0282/FKIP/05/A.5-VI/VIII/1446/2024

Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar menerangkan dengan sebenarnya bahwa mahasiswa yang tersebut di bawah ini :

Nama : **Sheila Tasya Wardhani**
NIM : 10535 11050 20
Program Studi : Pendidikan Bahasa Inggris
Fakultas : Keguruan dan Ilmu Pendidikan

Adalah benar-benar telah melaksanakan penelitian di Fakultas Keguruan dan Ilmu Pendidikan Tahun Akademik 2023/2024 terhitung sejak 28 Juli 2024 s.d 20 Agustus 2024, dalam rangka penyusunan Skripsi dengan judul:

“An Analysis of Affective Factors For English Foreign Language Student Speaking”.

Demikian surat keterangan ini kami buat dengan sebenarnya, dan untuk dipergunakan sebagaimana mestinya.

18 Shafar 1446 H
Makassar,
23 Agustus 2024 M

Dekan,
FKIP Unismuh Makassar,
Dr. H. A. Kib, M.Pd. Ph.D
NIM 860 934





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APPENDICES 9

Letter of Acceptance



**MAJELIS DIKTILITBANG PP MUHAMMADIYAH
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LETTER OF ACCEPTANCE

0913/BG-FKIP/LOA/B/VIII/1446/2024

Dear SHEILA TASYA WARDHANI

It is our pleasure to inform you that, after reviewing your paper:

**AN ANALYSIS OF ENGLISH FOREIGN LANGUAGE STUDENTS
MOTIVATION IN SPEAKING**

The manuscript ID: 1579

Detail checklist:

Checkpoint	Yes	No
The author has sent the manuscript by using the institutional email	√	
the author has submitted the manuscript through the open journal system (OJS)	√	
The manuscript according to the limitations or description of the journal	√	
LoCT has been submitted by the author	√	
The manuscript has followed the existing templates	√	
The article processing charge (APC) has been submitted by the author	√	

has been ACCEPTED to publish with **Indonesian Journal of Psycholinguistics**, ISSN 2961-8622 (paper) ISSN 2962-4363 (online). We appreciate your contribution.

We will let you know if you must make any modification as the reviewer's comments. Once your manuscript is moved to publishing, our production editor will inform you. Please feel free to email us with any questions at ijp@bg.unismuhmakassar.ac.id

Makassar, 22 August 2024 M
18 Shafar 1446 H

**Head of English Education Department
Faculty of Teacher Training and Education**



Dr. Ummi Khaerati Svam, S.Pd., M.Pd.
NBM. 977 807



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LEMBAGA AKREDITASI MANDIRI



BIOGRAPHY OF AUTHOR

Sheila Tasya Wardhani was born on January 14, 2002, in Makassar. She is the first child of Wahyu, SP. and Adriany, SP. She took her first education at TK Handayani, then continued at SDN 12 Langkanae in 2007. Furthermore, the author continued her education at SMPN 1 Palopo in 2013 and at SMAN 1 Palopo in 2016 then graduated in 2019. The author continued her bachelor's degree in English Education Department of Faculty of Teacher Training and Education at Universitas Muhammadiyah Makassar and was able to complete her thesis entitled **“An Analysis of the Affective Factors of the Students in English Speaking as a Foreign Language”**.

