

Students' Perception Of Self-Confidence In English Communication Among International Program Students: A Psychological Communication Approach

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Abstract

This study investigates how international program students in West Java perceive their self-confidence in English communication. It explores psychological and situational factors shaping their confidence, identifies communication challenges, and offers strategies for improvement. By providing insights for educators and institutions, the research aims to foster supportive environments that enhance students' fluency, motivation, and active participation in English. This qualitative case study explores how international program students in West Java perceive their confidence in English communication. Using in-depth interviews and literature review, it aims to interpret students' lived experiences in academic settings. The approach enables a deep understanding of how social and individual factors shape students' communicative confidence within specific educational and cultural contexts. Students' confidence in English communication was shaped by their self-perceived behavioral patterns, emotional experiences, and learning environments. Their confidence developed through personal growth, contextual exposure, and supportive surroundings. Additionally, intrinsic drive and academic goals fueled their motivation, further strengthening their self-belief in using English effectively across different settings and situations. This study applies Bem's Self-Perception Theory to second-language communication, showing how confidence arises from interpreting behavior in context. Findings suggest educators foster confidence by encouraging flexible language use and low-stakes speaking. Limitations include a localized, cross-sectional sample. Future research should explore broader contexts, skills, and frameworks to design interventions like mentorship or reflective tools that support student communication confidence.

Keywords: Self-confidence, english communication, international class, self-perception theory, second language learning.

I. INTRODUCTION

The development of international class programs in Indonesia has opened valuable opportunities for students to strengthen their English communication skills. However, behind these opportunities, many students still struggle with low self-confidence when speaking English, despite their adequate understanding of grammar (Wahyuningsih & Afandi, 2020). This problem often arises because the fear of making mistakes can create anxiety that discourages them from actively participating in conversations (Woodrow, 2006). Self-confidence plays an essential role in shaping students' ability to communicate effectively. According to Hymes (1972), successful communication is not only about speaking with correct grammar but also about being able to use language appropriately in various social and cultural contexts. In addition, Krashen (1986) emphasized that psychological barriers such as fear and anxiety can significantly hinder the process of second language acquisition, especially in situations where students feel pressured to speak fluently.

Research has consistently shown that environmental support greatly influences students' confidence. Pham et al. (2021) found that when students are given regular opportunities to practice speaking English, particularly in supportive environments, their confidence tends to improve significantly. Similarly, Aprillia (2019) revealed that the perception of peer and lecturer support can reduce speaking anxiety and help students feel more comfortable when

communicating in English. The same issue is often encountered by international program students in West Java, where many universities actively offer international class programs. Data from the Ministry of Education, Culture, Research, and Technology (2024) shows that West Java is the province with the highest enrollment in international classes across Indonesia. However, despite the availability of English-speaking academic settings, many students still report feeling hesitant and insecure when communicating in English (Saidah, 2024).

Previous studies, including those conducted by Pham et al. (2021) and Woodrow (2006), were generally focused on international settings that may not fully reflect local cultural influences. In fact, the social and cultural characteristics of West Java, known for its diversity and unique interaction patterns, are likely to shape how students develop their communication confidence. Until now, there has been limited research that specifically explores the experiences and perceptions of international program students in this region. The urgency of this research lies in the importance of finding strategies that can help students increase their self-confidence when communicating in English. Zulkarnain et al. (2023) emphasized that self-confidence is a crucial factor influencing students' speaking abilities. By identifying factors that build or hinder their confidence, this study can offer practical recommendations to educational institutions on how to create a more supportive learning atmosphere.

The objective of this study is to explore the perceptions of international program students in West Java regarding their self-confidence in English communication, and to identify the psychological, social, and environmental factors that contribute to it. This study also aims to provide a deeper understanding of the communication challenges students face, with the hope of offering solutions that can improve their confidence and communicative competence. To solve these problems, this research will use a qualitative approach by conducting in-depth interviews to explore students' experiences when speaking English in academic and social contexts. The analysis will integrate Hymes' communicative competence theory (1972), Krashen's input hypothesis (1986), and recent studies such as those by Wahyuningsih and Afandi (2020), Pham et al. (2021), and Saidah (2024), providing a holistic view of the issue.

The findings from this study are expected to contribute both theoretically and practically. Theoretically, this research will enrich the communicative competence framework by incorporating cultural and psychological factors relevant to the Indonesian context. Practically, it can provide insights for lecturers, curriculum developers, and international program coordinators to create learning strategies that promote students' confidence and reduce language anxiety (Brown, 2007). The contributions of this research are twofold. Theoretically, it will enrich the communicative

competence framework by incorporating cultural and psychological dimensions specific to the Indonesian international education context. Practically, this study can provide valuable insights for lecturers, curriculum developers, and international program managers to design learning environments that are more supportive and confidence-building. Furthermore, the results of this study can serve as a useful reference for policymakers to enhance students' communicative competence, not only in academic settings but also in intercultural and professional environments.

II. LITERATURE REVIEW

2.1 Psychology of Communication

Communication psychology explores how thoughts, feelings, and environments shape the way people interact. Wood (2010) explains that communication is influenced by cognitive and emotional processes, while DeVito (2017) emphasizes that communication is not just about delivering messages but also involves self-perception, motivation, and confidence. According to Adler and Rodman (1991), social environments and life experiences significantly shape communication styles. Andersen (1998) also highlights that self-confidence is essential, especially in cross-cultural communication. Understanding communication psychology helps individuals overcome barriers like social anxiety and low self-esteem when interacting with others.

2.2 Self-Perception Theory

The Self-Perception Theory by Bem (1972) suggests that people form their self-image based on their actions. For example, someone who regularly speaks in public may start to see themselves as confident, even if they initially felt unsure. Situational factors also matter; if someone speaks only because they are required to, they may not view themselves as confident (Bem, 1972). Bandura (1997) adds that positive self-perception boosts students' willingness to participate in discussions and develop confidence in using English in class.

2.3 Self-Confidence in Communication

Self-confidence plays a key role in successful communication. According to Hymes (1972), communicative competence includes the confidence to speak appropriately in various social settings. Eoh and Monika (2023) found that students with higher confidence are better at adapting their communication styles. Bandura (1997) explains that self-efficacy helps students face language learning challenges with courage and persistence. Brown (2007) emphasizes that successful learning experiences build stronger confidence. Supportive teachers and positive classroom environments are also vital in nurturing students' confidence (Mohammed, 2022). Additionally, technology-based learning tools, such as simulations, can safely improve students' speaking confidence (Zhang, 2022).

2.4 Concepts of Self-Confidence

Bandura (1997) describes self-confidence as believing in one's ability to complete tasks and overcome challenges. In second language learning, successful experiences greatly strengthen self-confidence. Vialle et al. (2015) highlight that social support from friends, family, and teachers helps reduce anxiety and build confidence. Luthans et al. (2007) explain that confidence is closely linked to motivation and positive experiences. In language learning, confident students are more willing to actively engage, which accelerates their learning and helps them reach academic goals.

2.5 Factors Affecting Self-Confidence in English Communication

Several key factors influence students' self-confidence in speaking English:

- **Social Support:** Encouragement from peers, family, and teachers strengthens students' confidence (Andini et al., 2019).
- **Communication Anxiety:** Fear of making mistakes often limits students from speaking confidently. Teaching methods that involve group discussions can reduce this fear (Maulidya & Ibrahim, 2019).
- **Learning Environment:** A positive, supportive classroom where mistakes are seen as part of learning builds students' confidence (Aprillia, 2019).

2.6 English Communication as Second Language Acquisition

In international classrooms, strong English communication skills are essential (Dearden, 2014). Hymes (1972) stresses that communicative competence is not just about grammar but about using language in real-life situations. However, students from English as a Foreign Language (EFL) backgrounds often struggle to speak spontaneously (Macaro et al., 2018). Bandura (1997) explains that students' confidence greatly affects their willingness to speak. Ellis (1994) and Gass & Selinker (2008) describe second language acquisition (SLA) as a process of developing real communication skills, not just grammar knowledge. According to Paltridge and Prior (2024), international classrooms provide the best environment for practicing English naturally and meaningfully.

2.7 The Affective Filter in Second Language Acquisition

Krashen's (1982) Affective Filter Hypothesis shows that emotional factors like motivation, anxiety, and self-confidence directly impact language learning. When students feel motivated and confident, they can easily absorb new language. Liu (2021) and Destiawati et al. (2024) found that confident students are more willing to speak and generally achieve better speaking skills. In international classrooms, self-confidence is the key to helping students speak more actively and learn English more effectively.

Previous studies consistently emphasize the importance of self-confidence in improving students' English-speaking abilities. Tripudiyana et al. (2022) revealed that positive self-perception significantly boosts students' confidence in communication, suggesting that nurturing students' self-perception is essential to develop speaking skills. Similarly, Yahrif et al. (2022) found that interactive activities, such as English Camp, can effectively enhance students' speaking confidence. This indicates that providing experiential learning opportunities can substantially support students' communication growth.

Luciana (2020) highlighted that writing activities are not only beneficial in developing language structure but also effective in reducing anxiety and fostering speaking confidence. This finding suggests that integrating writing practices within speaking lessons can be a strategic solution to manage students' speaking anxiety. Furthermore, Kuncoro et al. (2021) confirmed that self-confidence is a decisive factor that directly affects speaking performance, emphasizing that boosting students' confidence should be a primary focus in English learning classrooms.

Talilah (2013) stressed the role of a supportive classroom environment, stating that an encouraging and safe atmosphere significantly improves students' willingness to speak. This implies that teachers need to cultivate positive and respectful interactions to enhance learners' communication skills. Aprillia (2019) added that students' self-perception and teacher support play a critical role in speaking skill development, which underlines the importance of building trust and positive rapport between teachers and students.

Pham (2021) indicated that consistent speaking practice is key to building confidence, suggesting that speaking exercises should be integrated regularly into the learning process. Meanwhile, Quynh and Thanh (2023) showed that Flipgrid, a video-based learning platform, successfully supports students in improving speaking confidence, implying that technology-enhanced learning can be an effective medium to empower students in practicing their speaking skills confidently.

Collectively, these studies demonstrate that self-confidence, learning strategies, classroom support, practice consistency, and technological integration all play interconnected roles in enhancing students' speaking performance. The implications point toward the necessity of a comprehensive approach that combines psychological support, interactive activities, and technological tools to optimally improve students' English-speaking confidence.

This study integrates Self-Perception Theory (Bem, 1972) and Affective Filter Hypothesis (Krashen, 1982):

1. Behavioral and Situational Aspects (Bem, 1972) explain how students assess their confidence based on observed participation in English activities.
2. Affective Factors (Krashen, 1982) including self-confidence, anxiety, and motivation, influence students' willingness to communicate.

The combination of these theories supports the view that self-confidence is dynamic, shaped by experiences, emotions, and environmental support. As illustrated below:

III. RESEARCH METHODOLOGY

This study employed a qualitative case study approach to explore international program students' perceptions and experiences regarding their self-confidence in English communication. A qualitative method was chosen to deeply understand the phenomena in their natural academic and social environments, where students construct meaning about their English-speaking abilities (Denzin & Lincoln, 2010; Sugiyono, 2015).

The scope of the research focuses on students enrolled in international programs in higher education institutions in West Java, Indonesia. The object of the research is the students' self-confidence in English communication, specifically in academic and social contexts.

The subjects of the research consist of international program students actively using English in their academic activities. Informants were selected using purposive sampling with specific criteria, such as being an active international program student for at least one semester, regularly using English in academic communication, and representing various self-confidence levels. The informants' profiles are listed below:

Table 1 Informant Table

Name	Period of Enrollment	University	Major
LSP	7 Semesters	Telkom University	Communication Science
ANR	4 Semesters	Institut Pertanian Bogor	Agribusiness
PS	6 Semesters	Institut Pertanian Bogor	Business
TL	6 Semesters	Universitas Padjajaran	Business Administration
LAD	6 Semesters	Universitas Padjajaran	Communication Science
NA	2 Semesters	Institut Teknologi Bandung	Management
NMF	6 Semesters	Institut Teknologi Bandung	Entrepreneurship
FA	6 Semesters	Universitas Indonesia	Electrical Engineering
SRA	4 Semesters	Universitas Indonesia	Psychology

The data collection techniques include in-depth interviews with nine selected informants. Interviews were conducted using open-ended questions to explore their perceptions, challenges, and experiences related to self-confidence in English speaking. Field observations and secondary data, such as institutional policies and relevant literature, were also used to enrich the data.

Operational definitions in this study are as follows:

- Self-Confidence: Students' belief in their ability to communicate effectively in English.
- Anxiety: Feelings of nervousness or fear when speaking English in public.
- Motivation: Internal or external factors that encourage students to speak English.

The research was guided by Self-Perception Theory (Bem, 1972) and Second Language Acquisition Theory (Krashen, 1982), focusing on students' behaviors, emotional states, and motivations in English communication contexts. Data analysis in this study utilized thematic analysis (Braun & Clarke, 2012), which systematically identifies themes from the qualitative data. The analysis process included familiarization with the data, coding, developing

themes, and validating the themes. Thematic analysis was chosen to capture the depth of students' experiences and to explore the social and psychological dimensions of self-confidence in English speaking (Christou, 2023).

Table 2 Unit Analysis

Supporting Theory	Focus Analysis	Unit Analysis
Self-Perception Theory (Bem, 1972)	Behavioural aspect	Examine student's perception of their behaviour
	Situational aspect	Examine the factors of perceived behaviour
Second Language Acquisition: Affective Filter Hypothesis (Krashen, 1982)	Self-Confidence	Examine the emotional conditions that support or hinder effective communication in English, as well as the role of perceived safe learning environments in building self-confidence.
	Anxiety	Examines the extent to which language anxiety, such as the fear of making mistakes or speaking in public, becomes an obstacle in the communication process and lowers self-confidence.
	Motivation	Examine how internal or external forces (such as academic goals, desire to improve, or social pressure) affect students' confidence in speaking English.

To ensure research validity, triangulation was applied through time triangulation, member checking, and supporting documentation (Patton, 2003). The informants were involved in verifying the interview transcripts to confirm the accuracy and credibility of the findings. This methodological approach comprehensively supports the aim of understanding how self-confidence in English communication is constructed, perceived, and influenced within the students' learning environments.

IV. RESULT AND DISCUSSION

4.1 Result

This study identified four major themes that describe students' self-confidence in English communication:

Table 3 Thematic Analysis Table

Theme	Sub-Theme	Description
Behavioral Pattern of Communicative Action	Context-Dependent Use	Students feel more confident using English in informal situations
	Skill Imbalance Awareness	Students perceive speaking as more difficult than other English skills
	Behavioral Progression	Frequent practice gradually builds self-confidence
	Media and Early Exposure	Early exposure to English through media and family enhances comfort
Situational Pattern of Communicative Action	Academic Pressure	Academic demands increase students' speaking anxiety
	Social Judgement	Fear of being judged by peers limits speaking performance
	Environment and Peer Support	Supportive settings encourage English use
	Familiarity with Surroundings	Prepared contexts improve speaking confidence
Emotional Struggles	Self-Confidence Inhibited by Fear	Fear of making mistakes and being negatively evaluated restricts communication
	Self-Encouragement and Perceived Competence	Confidence is more important than fluency
	Safe Environment	Supportive spaces reduce students' anxiety
Self-Driven Motivation	Intrinsic Motivation	Personal interest drives students to speak English
	Goal-Oriented Motivation	Long-term goals motivate students to improve English skills

1. Behavioral Pattern of Communicative Action

The behavioral patterns in this study reveal that students feel significantly more comfortable using English in non-formal settings. They frequently mentioned that when speaking with friends outside the classroom, they can communicate in English more freely without the burden of being academically assessed. The participants specifically stated that they feel anxious in formal situations like English presentations or structured classroom discussions because they fear making mistakes in grammar, pronunciation, or vocabulary. Moreover, students' self-perceived skill imbalance plays a crucial role. Several participants admitted that while they are relatively confident in their reading and writing abilities, they often find speaking to be more challenging. This imbalance contributes to a mental block when asked to speak spontaneously.

Another notable pattern is the gradual behavioral progression. Students who regularly participate in English practice, either through conversations, listening to English songs, or watching English media, reported an improvement in their speaking confidence. Early exposure to English from family members who often used the

language, or from childhood access to English media, significantly contributed to a higher baseline of communicative comfort. Students consistently emphasized that their comfort level increases over time as they get used to using English in everyday life, indicating that confidence is not an instant outcome but rather the result of accumulated experience.

2. Situational Pattern of Communicative Action

The findings show that the context in which English communication occurs heavily influences students' self-confidence. Academic demands, especially oral presentations that are graded, are seen as highly stressful. Students commonly expressed that they are more afraid of making mistakes when their speaking performance is being formally evaluated. Additionally, many participants feel a greater fear of being judged by their Indonesian peers compared to speaking in front of foreign or native speakers. This peer pressure often leads students to avoid participating actively in English discussions.

However, a genuinely supportive environment can shift this pattern. Students who are in groups where teachers and friends are encouraging, or where mistakes are viewed as part of the learning process, show a significant boost in self-confidence. Familiarity with the audience and situation also plays a key role. For example, students are more confident when speaking English in planned situations like prepared speeches or when using scripts. The study highlights that when students feel that their academic and social environment is non-threatening and supportive, they are much more willing to engage in English communication.

3. Emotional Struggles in English Communication Confidence

Emotional struggles are a recurring theme in the students' experiences. A strong fear of making mistakes and fear of negative judgement consistently emerged in the participants' responses. Students often internalize their fear, which leads to decreased participation and a reluctance to speak English, especially in front of peers. Many students acknowledged that self-encouragement and positive self-perception play a more critical role than language mastery itself. They believe that building self-confidence is even more important than achieving grammatical perfection in speaking.

Another key point is that safe environments where mistakes are accepted and no harsh judgement help students overcome emotional barriers. The study found that when teachers adopt a friendly approach and peers are supportive, students experience reduced anxiety and are more willing to communicate in English. The emotional aspect is not just about linguistic ability but also about students' internal narratives of their own competence and value in the learning process.

4. Self-Driven Motivation in English Communication Confidence

Students' intrinsic motivation significantly drives their confidence. The participants revealed that those who are personally interested in learning English, whether for academic purposes, hobbies, or personal growth, are more persistent in practicing their speaking skills. Students with goal-oriented motivation, such as wanting to study abroad or seeking international career opportunities, show higher levels of confidence because they are constantly pushing themselves to improve despite setbacks.

The study emphasizes that students who set personal targets and see English as a valuable skill for their future tend to develop confidence more sustainably. These students are also more likely to create opportunities to practice, such as joining English clubs or participating in English competitions. In contrast, students who lack intrinsic goals are more easily discouraged by mistakes and are more affected by negative feedback.

4.2 Discussion

1. Students' Self-Perception of Communication Confidence Based on Behavioral Trajectories

Students' communicative confidence is shaped significantly by their behavioral patterns over time. Informal contexts such as daily conversations make students feel more at ease, as highlighted by Informant 2, *"I just feel more*

relaxed in casual conversations." This finding aligns with Krashen's (1982) Affective Filter Hypothesis, which emphasizes the importance of low-stress environments in facilitating language acquisition. Informant 3 also reported increased fluency in informal settings, saying, *"I'm more confident and fluent there."* Students' regular use of English in casual interactions reinforces their self-perception as capable speakers, consistent with Bem's (1972) Self-Perception Theory. Fernando (2025) found that peer discussions significantly increase students' readiness to communicate. However, the skill imbalance between receptive and productive skills leads to anxiety, as noted by Informant 1, *"I take too long to think because I don't want to make mistakes."*

Cognitive challenges, such as mental translation from native language to English, contribute to delays in speech production. Informant 6 expressed, *"I realize my delayed response is because I keep translating in my head."* These challenges confirm Liu and Jackson's (2008) findings that sufficient preparation boosts confidence. Students also reported that immersion in English-rich environments gradually improved their confidence. Informant 9 stated, *"I only started actively speaking English when I entered the international class,"* emphasizing the importance of regular exposure. Informant 1 noted that English communication became *"just natural"* after frequent practice. Kang Dae Min (2014) also observed that sustained exposure increases confidence and fluency.

Early exposure to English, whether through media or family interactions, plays a crucial role. Informant 4 shared, *"Reading English novels since childhood really helped my fluency,"* while Informant 2 noted, *"My dad used to speak English to me, which made me comfortable."* Gres and Bunau (2024) emphasized that frequent media exposure significantly boosts speaking confidence.

2. Students' Self-Perception of Situational Context in English Communication Confidence

Situational contexts, particularly academic pressures and peer judgments, deeply affect students' confidence. High-stakes settings, such as graded presentations, trigger anxiety. Informant 2 shared, *"If I know the room is full of people smarter than me, I'm afraid they'll judge what I'm saying."* Wang, Zhang, and Derakhshan (2021) confirmed that evaluation pressure reduces spontaneous speech. Krashen's (1982) theory supports the notion that anxiety elevates the affective filter, hindering language production. Informant 6 added, *"In discussions, I worry about stumbling over my words."*

Peer judgment also plays a role. Informant 1 stated, *"When I speak to non-native speakers, I'm relaxed, but with fellow Indonesians, I worry if my English is correct."* This fear of criticism from familiar peers increases anxiety, as per Krashen (1982). Informant 3 highlighted, *"I feel more nervous in a crowd, especially if I know the people."* Positive environments significantly boost confidence. Informant 2 emphasized, *"A supportive environment is important. If I make a mistake, they don't correct me in public."* Informant 5 added, *"Since everyone around me speaks English, I feel more confident."* Prepared situations, like presentations, also enhance confidence. Informant 7 noted, *"For presentations, I feel more confident because I've practiced."* Dörnyei and Murphey (2003) observed that familiarity reduces fear of negative evaluation.

3. English Communication in Context of How Emotion and Environment Shaped Perceived Confidence

Emotional challenges, particularly fear of making mistakes, often inhibit communication. Informant 1 said, *"I tend to overthink and fear people will notice my mistakes."* Informant 3 added, *"I feel more nervous in a crowd, fear of being judged gets stronger."* Yan et al. (2018) found that anxiety is a strong predictor of reduced willingness to communicate. Zhang (2019) confirmed that fear of grades and public speaking limits oral engagement. Conversely, students with strong self-belief demonstrate higher confidence. Informant 2 said, *"As long as you're confident speaking English, you'll survive even if you're not fluent."*

Informant 4 emphasized, *"Confidence plays about 70–80% of the role; I stayed confident because I felt I was doing better than others."* Taufik (2024) noted that students with a *"good enough"* self-perception are more willing to take risks in speaking activities. Supportive environments reduce anxiety and encourage participation. Informant 1 shared, *"In class, I'm not fully confident, but the environment is supportive, so I think it's okay to make small mistakes."* Informant 2 stated, *"If I make a mistake, they don't correct me in public."* Taufik (2024) also found that non-authoritative environments and positive reinforcement lower affective barriers and increase self-confidence.

4. Students' Intrinsic Motivation and Goal-Oriented Motivation Shaped Their Confidence in English Communication

Students with intrinsic motivation display stronger communicative confidence. Informant 1 expressed, *"There's just this excitement that makes me willingly use English."* Informant 3 added, *"Even if it might look like I'm forced, I'm still doing it willingly."* Rita (2023) emphasized that intrinsic motivation leads to higher oral participation. Students also set specific goals, such as improving public speaking. Informant 1 said, *"I want to be able to speak to anyone in English without overthinking."* Informant 9 added, *"I want to do impromptu English public speaking."* Saito et al. (2018) found that long-term communicative goals correlate with sustained confidence and oral competency. This discussion confirms that intrinsic and goal-oriented motivations are crucial for developing and maintaining self-confidence in English communication.

V. CONCLUSION AND SUGGESTIONS

5.1 Conclusion

This chapter concludes the study by summarizing its key findings and relating them to the research goals and the theoretical framework that guided the analysis. The study aimed to explore how students in international programs perceive their confidence in communicating in English. Using Krashen's (1982) Affective Filter Hypothesis and Bem's (1972) Self-Perception Theory, the research examined how students' experiences, emotions, and communication practices influence their confidence over time. This final chapter presents the thematic findings and their theoretical, contextual, and practical implications.

The research identified four key themes: Students' Self-Perception of Communication Confidence Based on Behavioral Patterns, Situational Contexts, the Role of Emotions and Environment, and Students' Motivation. These themes provide insights into how students develop confidence in English communication. The findings reveal that communicative confidence is fluid and changes over time, shaped by both internal behavior and external situations.

Students built confidence by observing their own improvement, such as more active participation and reduced hesitation, which gradually strengthened their self-perception and encouraged continuous learning efforts. Confidence was also highly context-dependent. Students often reported feeling more confident in familiar or low-pressure settings, but less so in stressful situations, showing that confidence is not constant but varies with circumstances and can change as they gain more experience over time.

Emotional experiences played a significant role. Supportive, nonjudgmental environments helped students feel safe and encouraged them to speak more freely. In contrast, fear of making mistakes or being judged heightened their affective filter, limiting communication. This highlights that emotional safety is just as important as language ability in second language learning.

Finally, internal motivation greatly increased confidence. Students who were driven by long-term goals, such as career aspirations or studying abroad, showed more resilience and consistency in using English. Their ongoing practice, fueled by personal goals, reinforced their belief in their abilities and created a positive cycle that continuously strengthened both their confidence and motivation.

5.2 Suggestion

Future research should explore communicative behavior and self-perception in broader academic contexts beyond international classrooms. Applying alternative theories like Self-Determination Theory or Communication Apprehension may offer deeper insight into emotional and motivational aspects. Expanding the focus to include writing, listening, and reading skills is recommended for a more complete understanding of communication competence.

Practically, future studies should explore how educational institutions can create interventions to boost students' language confidence. Investigating methods like reflective journals, peer mentorship, and simulation-based assignments could help enhance students' perceptions of their communication skills. Further research on how institutional support, such as language centres, counselling, and orientation programs, impacts students' self-perception and language use over time may also guide the development of more effective support systems.

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