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The Correlation Between Students' Self-Confidence and Their Speaking Ability at Senior High School

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Abstract

Speaking is an essential skill in English language learning; however, students may experience difficulties expressing ideas orally due to psychological factors, including a lack of self-confidence. This study aimed to investigate whether there is a significant correlation between students' self-confidence and speaking ability at SMA Negeri 6 Metro. A quantitative correlational research design was employed, involving 25 students from Grade X.1. Data were collected through a self-confidence questionnaire adapted from Dewi (2021) and a speaking test assessed using a rubric adapted from Fauzan et al. (2024). Two raters evaluated the speaking performances, and final scores were obtained by averaging their assessments. Data were analyzed using SPSS through descriptive statistics, normality and linearity tests, and Pearson Product-Moment correlation analysis. The findings revealed a Pearson correlation coefficient of 0.792 with a significance value of $p < 0.001$. This indicates a strong, positive, and statistically significant correlation between students' self-confidence and speaking ability. Therefore, the alternative hypothesis was accepted, while the null hypothesis was rejected. The findings suggest that students with higher self-confidence tend to demonstrate better speaking ability. This study highlights the importance of supporting students' self-confidence in English-speaking activities and encouraging active participation in classroom communication.

1. Introduction

English plays an important role in international communication and is widely taught as a foreign language in Indonesia. In English language learning, students are expected to develop four language skills: listening, speaking, reading, and writing. Among these skills, speaking is particularly important because it enables learners to communicate ideas, exchange information, and interact with others. However, speaking English can be challenging for EFL students because it requires them to use appropriate vocabulary, grammar, pronunciation, and fluency while communicating. Kadek et al. (2023) explained that students' speaking difficulties may be related to linguistic, psychological, and contextual factors. These challenges indicate that successful speaking performance is not determined solely by students' language knowledge but may also be associated with other factors that affect their willingness and ability to communicate.

One of the psychological factors related to speaking performance is learning anxiety. Students may experience nervousness, fear of making mistakes, or difficulty expressing their ideas when speaking English in front of others. Abdulaal et al. (2022), in their study of EFL learners, examined speaking fluency and accuracy alongside learning anxiety in the context of dynamic and diagnostic assessment. Their study highlights the relevance of psychological factors in speaking activities, as learners' emotional conditions may accompany the process of developing and demonstrating their speaking abilities. Similarly, Sofiah, Rahmah, and Hamdan (2025) found that senior high school students' confidence in speaking English was hindered by anxiety, fear of making mistakes, low self-esteem, and fear of negative evaluation. They also identified teacher support, peer encouragement, and a supportive learning environment as factors that could help students develop greater confidence when speaking English.

Self-confidence is therefore an important psychological aspect to consider in English-speaking activities. In this study, self-confidence refers to students' belief in their ability to use English and their willingness to participate in speaking activities. Students with different levels of self-confidence may demonstrate different behaviors in the classroom. Some students may be willing to answer questions, express opinions, and participate in discussions, while others may hesitate because they feel nervous or are afraid of making mistakes. Bakhtiar and Suwandi (2022) discussed the relevance of self-confidence in students' speaking activities, while Santoso et al. (2024) highlighted the relationship between students' beliefs about their abilities and their language learning performance.

Although self-confidence and self-efficacy are related concepts, they are not identical. In this regard, Zaki and Lintangsari (2023) investigated high school students' speaking self-efficacy, providing further insight into students' beliefs about their ability to speak English in different learning environments. Their study supports the relevance of examining students' confidence-related beliefs in the context of English-speaking activities.

The importance of self-confidence in speaking is also reflected in previous research involving EFL students. Fitrah et al. (2024) examined the self-confidence levels of EFL students in relation to their speaking performance. Their descriptive quantitative study involved 28 students from an English Language Education study program and reported that the participants demonstrated a relatively high level of self-confidence. The researchers emphasized the importance of addressing self-confidence in EFL teaching

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practices and creating a supportive learning environment. Furthermore, Dewi and Subekti (2024) discussed students' confidence in English-speaking activities and the challenges they experienced when communicating orally. In the present study, students' self-confidence is examined through three dimensions adapted from Dewi (2021), namely Ability, Assurance, and Willing Engagement. These dimensions provide the basis for understanding students' confidence in their abilities, their sense of assurance, and their willingness to engage in speaking activities.

Speaking ability is another important variable in this study. It refers to students' ability to express ideas and communicate messages orally in English. De Jong (2023) emphasizes the importance of evaluating spoken language performance through relevant aspects of speaking. Similarly, Benlaghrissi and Ouahidi (2024) examined students' speaking performance through four subskills: fluency and coherence, lexical resource, grammatical range and accuracy, and pronunciation. Their study highlights the importance of assessing different aspects of oral performance when evaluating students' speaking skills. In this study, students' speaking ability is assessed using a speaking rubric adapted from Fauzan et al. (2024), which covers five components: pronunciation, grammar, vocabulary, fluency, and comprehension. These components are used to evaluate students' ability to communicate their ideas clearly and appropriately during the speaking test

Several previous studies have investigated the relationship between self-confidence and speaking ability. Azizah (2024) examined the correlation between students' self-confidence and speaking ability among university students in an English language education program and reported a significant positive relationship between the two variables. Similarly, Jannah et al. (2024) investigated the relationship between students' self-confidence and English-speaking ability among Grade XI students at SMA Negeri 1 Pinrang. Their findings indicated a significant positive correlation. Shaleha et al. (2025) also reported a positive and significant relationship between self-confidence and speaking ability among Grade XI students at MA Nurul Muttahidah Pinotu. These findings suggest that students' self-confidence is positively associated with their speaking performance in different Indonesian EFL learning contexts.

Other studies have also examined confidence-related factors in English communication. Katiandagho and Sengkey (2022) investigated self-confidence in relation to students' willingness to communicate, while Ilyas (2022) discussed the relationship between confidence and anxiety in language learning. These studies provide additional perspectives on the psychological aspects that may be related to students' participation in English communication. However, research examining the correlation between self-confidence and speaking ability in a specific senior high school context remains relevant, particularly because students from different schools may have different learning experiences and classroom conditions.

Although previous studies have provided evidence of a relationship between self-confidence and speaking ability, further investigation in different educational settings is still necessary. The studies discussed above involved participants from different educational institutions and levels, including university students and students from other senior high schools. Therefore, their findings cannot automatically represent the conditions of students at SMA Negeri 6 Metro. Investigating this relationship among Grade

X.1 students at the school may provide additional evidence regarding the association between self-confidence and speaking ability in that particular context.

Based on the discussion above, this study aims to investigate whether there is a significant correlation between students' self-confidence and their speaking ability at Grade X.1 SMA Negeri 6 Metro. Specifically, it examines the relationship between students' self-confidence, measured through a questionnaire, and their speaking ability, assessed through a speaking test. The research question is: Is there a significant correlation between students' self-confidence and their speaking ability at Grade X.1 SMA Negeri 6 Metro? By examining this relationship, the study is expected to provide additional information for English teachers about the association between students' self-confidence and speaking performance, as well as contribute to the existing literature on psychological factors in English language learning.

2. Method

This study employed a quantitative research approach with a correlational research design to investigate the relationship between students' self-confidence and their speaking ability. According to Sugiyono (2023), quantitative research is grounded in positivism and involves collecting data through research instruments and analyzing them statistically to test predetermined hypotheses. This approach was appropriate for the present study because students' self-confidence and speaking ability were measured numerically using a questionnaire and a speaking test.

Furthermore, a correlational design was selected because the study aimed to examine the relationship between the two variables without manipulating them. Sugiyono (2023) explains that associative hypotheses, which concern relationships between variables, can be tested using correlation techniques. Therefore, Pearson Product-Moment Correlation was applied to determine the strength, direction, and significance of the relationship between the two variables. In this study, self-confidence was treated as the independent variable (X), while speaking ability was treated as the dependent variable (Y).

Participants

The participants of this study were 25 students from Grade X.1 at SMA Negeri 6 Metro. The students were involved as the main participants in the data collection process. Before the main data collection, a questionnaire tryout was conducted with 18 students from a class outside the research sample to examine the validity and reliability of the questionnaire.

Data Collection and Research Instruments

Two instruments were used to collect the data: a self-confidence questionnaire and a speaking test. The self-confidence data were collected using a questionnaire adapted from Dewi (2021), which covers three dimensions: Ability, Assurance, and Willing Engagement. The initial questionnaire consisted of 30 statements rated on a five-point Likert scale: Strongly Agree (5), Agree (4), Neutral (3), Disagree (2), and Strongly Disagree (1). Based on the validity analysis of the tryout data, five items were excluded, leaving 25 valid statements for the main data collection.

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Students' speaking ability was measured through a speaking test in which they were asked to express their opinions on familiar statements or motions after being given preparation time. Their performances were assessed using an analytical speaking rubric adapted from Fauzan et al. (2024), covering five components: pronunciation, grammar, vocabulary, fluency, and comprehension. The use of an analytical rubric provides specific criteria for evaluating different aspects of students' speaking performance. Previous research has also discussed the importance of examining the reliability of speaking assessments (Khan et al., 2022) and the use of an alytical rubrics in oral presentation assessment (Limgomolvilas and Sukserm 2025).

To obtain the speaking scores, two independent raters assessed each student's performance using the same speaking rubric. The raters consisted of the researcher and an English teacher at the school. Each rater assigned scores independently, and the final speaking score for each student was calculated by averaging the scores given by the two raters. This procedure was applied to reduce the influence of individual judgment and provide a more consistent assessment of students' speaking ability.

Data Analysis

The validity and reliability of the research instruments were examined before the main statistical analysis. The questionnaire's item validity was assessed using item-total correlation analysis based on the tryout data from 18 students. Its internal consistency was examined using Cronbach's Alpha in SPSS. Meanwhile, the agreement between the two raters in assessing students' speaking performances was examined using the Intraclass Correlation Coefficient (ICC). This procedure is consistent with the importance of evaluating the reliability of speaking assessments, as discussed by Khan, et al. (2022). Furthermore, the speaking rubric was reviewed by an expert to assess the relevance of its criteria to the speaking task. The use of an analytical rubric and multiple raters is also supported by Limgomolvilas and Sukserm (2025), who examined rater reliability in oral presentation assessments.

The collected data were analyzed using the Statistical Package for the Social Sciences (SPSS). Descriptive statistics, including the minimum score, maximum score, mean, and standard deviation, were calculated to summarize the students' self-confidence and speaking ability scores. Before testing the research hypothesis, a Shapiro–Wilk normality test was conducted to examine the distribution of the data, followed by a linearity test to determine whether the relationship between the two variables was linear. Finally, Pearson Product-Moment Correlation was applied to examine the strength, direction, and significance of the relationship between students' self-confidence and their speaking ability. The significance level was set at 0.05. A significance value below 0.05 indicated a statistically significant correlation between the variables.

3. Result

This section presents the findings of the study concerning the correlation between students' self-confidence and their speaking ability at SMA Negeri 6 Metro. The data were obtained from a self-confidence questionnaire and a speaking test administered to 25 students in Grade X.1. Before the main data collection, the questionnaire was tested on 18 students from a non-sample class. The initial questionnaire consisted of 30 statements, and following the validity analysis, five items were excluded due to low or negative item-

total correlation values. Therefore, 25 valid items were retained for the main data collection.

The speaking test was assessed using a rubric adapted from Fauzan et al. (2024), covering pronunciation, grammar, vocabulary, fluency, and comprehension. Two raters independently assessed the students' speaking performances, and the final scores were calculated by averaging the scores from both raters. The data were subsequently analyzed using SPSS, including questionnaire reliability analysis, inter-rater reliability analysis, descriptive statistics, normality testing, linearity testing, and Pearson Product-Moment correlation analysis.

Reliability Test

A reliability test was performed to verify the internal consistency of the self-confidence questionnaire during the pilot phase. The calculation was carried out using the Cronbach's Alpha formula via SPSS software. The overall reliability metrics of the questionnaire are summarized in Table 1.

Table 1. Reliability Analysis of the Self-Confidence Questionnaire

Cronbach's Alpha	N of Items
,895	30

Note. Reliability metrics based on the initial pilot testing phase consisting of 30 items administered to the non-sample respondents.

As illustrated in Table 1, the initial try-out questionnaire consisting of 30 items administered to 18 pilot respondents yielded a reliability coefficient of 0.895. After evaluating item-total correlations using an r-table threshold of 0.468, 5 invalid items were removed, leaving 25 valid items for the main study. A re-assessment of these retained 25 items on the 18 pilot respondents yielded a Cronbach's alpha of 0.923, confirming that the final 25-item instrument possesses very high internal consistency and reliability.

Descriptive Statistics

A descriptive statistical analysis was performed to summarize the general characteristics and distribution of the data collected from the 25 participants. This analysis details the minimum scores, maximum scores, mean scores, and standard deviations for both the self-confidence questionnaire and the speaking test. The summary of the descriptive statistics is presented in Table 2.

Table 2. Descriptive Statistics of Self-Confidence and Speaking Test

	N	*Minimum*	*Maximum*	*Mean*	*Std. Deviation*
Self_Confidence	25	67	108	85,20	12,406
Speaking_Test	25	42	86	67,20	11,733
Valid N (listwise)	25				

Note. Data derived from the actual research sample group at Grade X.1 of SMA Negeri 6 Metro (N = 25).

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As presented in Table 2, the descriptive data for the Self-Confidence variable (Variable X) yielded a minimum score of 67 and a maximum score of 108 out of the total questionnaire framework. The calculated mean score for students' self-confidence was 85.20 with a standard deviation of 12.406. This average score suggests that, overall, the students at Grade X.1 of SMA Negeri 6 Metro possessed a moderate-to-high level of confidence in their learning environment.

On the other hand, the descriptive data for the Speaking Test variable (Variable Y) showed a minimum score of 42 and a maximum score of 86 on a 1–100 scale. The mean score for students' speaking performance was 67.20 with a standard deviation of 11.733. The standard deviation values for both variables indicate a normal and healthy spread of scores among the participants, demonstrating that the sample group contained a balanced variety of students with low, average, and high levels of proficiency and self-belief.

Inter-Rater Reliability of the Speaking Test

To ensure the objectivity of the scoring process, the students' speaking achievement was evaluated by two independent raters: the researcher and the English cooperative teacher (guru pamong). The degree of consistency and absolute agreement between the two raters was analyzed using the Intraclass Correlation Coefficient (ICC) with a two-way mixed effects model. The statistical result of the inter-rater reliability analysis is summarized in Table 3.

Table 3. Inter-Rater Reliability Analysis of the Speaking Assessment

	Intraclass Correlation[b]	95%Confidence Interval		F Test with True Value 0			
		Lower Bound	Upper Bound	Value	df1	df2	Sig
Single Measures	,918[a]	,826	,963	23,795	24	24	,000
Average Measures	,957[c]	,905	,981	23,795	24	24	,000

Note. Two-way mixed effects model where people effects are random and measures effects are fixed using an absolute agreement definition (N = 25).

As presented in Table 3, the Intraclass Correlation Coefficient (ICC) was computed based on the total speaking scores from 25 participants. The analysis for the Average Measures revealed an ICC value of 0.957 with a significance value of $p = 0.000$ ($p < 0.05$). In educational assessment research, an ICC value above 0.90 indicates an excellent level of reliability and inter-rater agreement.

Furthermore, the 95% confidence interval showed a tight and high-scoring range between 0.905 (lower bound) and 0.981 (upper bound), confirming the high stability of the shared ratings. The F-test value of 23.795 was also found to be highly significant ($p < 0.001$), indicating that the strong agreement was statistically meaningful and not due to chance. These findings demonstrate that there was a remarkably high degree of agreement and minimal variance between the scores awarded by the researcher and the guru pamong.

Based on the two-way mixed-effects, absolute-agreement model, the average-measures ICC was .957, 95% CI (.905, .981), demonstrating high inter-rater agreement for the two raters in this sample. Consequently, while high agreement does not entirely rule out shared rater bias, the speaking assessment data demonstrated sufficient reliability to justify using the average scores of the two raters as the final speaking ability variable.

Normality Test

Before performing the primary correlation analysis, a normality test was conducted to evaluate whether the distribution of the data from both variables resembled a normal distribution. Given that the sample size in this study consisted of 25 students (N = 25), the Shapiro-Wilk test was utilized as the primary statistical standard due to its higher accuracy for smaller sample sizes, while the Kolmogorov-Smirnov test served as a complementary assessment. The statistical outputs of the normality tests are summarized in Table 4.

Table 4. Normality Test Results of Self-Confidence and Speaking Test Data

	Kolmogorov - Smirnov[b]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	Df	Sig
Self_Confidence	,139	25	,200*	,931	25	,090
Speaking_Test	,102	25	,200*	,956	25	,342

Note. ** This is a lower bound of the true significance; a* Lilliefors Significance Correction

As presented in Table 4, the statistical findings indicate that both research variables met the criteria for normal distribution. Under the Shapiro-Wilk framework, the self-confidence dataset yielded a significance value of p = 0.090, which is higher than the alpha level of 0.05 (p > 0.05). Similarly, the speaking test dataset achieved a significance value of p = 0.342, also exceeding the 0.05 threshold (p > 0.05). This pattern was consistently supported by the Kolmogorov-Smirnov test results, where both variables obtained a significance value of p = 0.200, detecting no significant departure from normality.

Since the significance values across all parameters were greater than 0.05, the null hypothesis stating that the data is normally distributed was retained. Consequently, it can be concluded that the data for students' self-confidence and speaking ability were normally distributed, thereby satisfying the formal prerequisite for employing parametric statistical analysis, specifically the Pearson Product-Moment correlation.

Linearity Test

A linearity test was conducted to determine whether there was a linear relationship between students' self-confidence (Variable X) and their speaking test scores (Variable Y). The analysis was performed using the Compare Means function in SPSS, yielding an ANOVA table and measures of association metrics. The statistical output of the linearity assessment is summarized in Table 5.

Table 5. Linearity Test Results of Self-Confidence and Speaking Test

			Sum of Squares	df	Mean Square	F	Sig.
Self_Confidence* Speaking_Test	Between Groups	(Combined)	3228,333	16	201,771	3,466	,040
		Linearity	2315,604	1	2315,604	39,781	,000
		Deviation from Linearity	912,729	15	60,849	1,045	,497
	Within Groups		465,667	8	58,208		
	Total		3694,000	24			

Note. The criterion for a linear relationship requires the significance level of the Deviation from Linearity to be higher than 0.05 (N = 25).

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As presented in Table 5, the primary indicator for evaluating the linearity of the data is the Deviation from Linearity row within the Between Groups variance. The analysis revealed an F-value of 1.045 with a significance level of p = 0.497. In quantitative research design, a relationship is confirmed to be linear if the significance value of the Deviation from Linearity exceeds the 0.05 alpha threshold (p > 0.05).

Since the obtained significance value (0.497 > 0.05) was considerably higher than 0.05, the null hypothesis stating that the relationship is non-linear was successfully rejected. Furthermore, the Linearity row demonstrated a highly significant value of p = 0.000, confirming that a linear model fits the data exceptionally well.

Additionally, the Measures of Association calculation showed an R-value of 0.792 and an R Squared value of 0.627. This indicates that students' self-confidence shared a strong linear bond with their speaking scores, accounting for 62.7% of the total variance in their speaking performance. In conclusion, the assumption of linearity was fully satisfied, thereby solidifying the justification for proceeding to the final parametric Pearson Product-Moment correlation analysis.

Pearson Product-Moment Correlation Analysis

After confirming that the research datasets met all the necessary statistical assumptions including instrument reliability, normal distribution, and a linear relationship a Pearson Product-Moment Correlation analysis was executed. This parametric assessment was conducted to answer the primary research question regarding whether there is a significant relationship between students' self-confidence and their speaking ability. The summary of the correlation analysis is presented in Table 6.

Table 6. Correlation between Students' Self-Confidence and Their Speaking Test Scores

		Self_Confidence	Speaking_Test
Self Confidence	Pearson Correlation	1	,792**
	Sig. (2-tailed)		,000
	N	25	25
Speaking Test	Pearson Correlation	,792**	1
	Sig. (2-tailed)	,000	
	N	25	25

Note. *Sig. values displayed as .000 are reported as p < .001).

As illustrated in Table 6, the Pearson correlation analysis involving 25 participants yielded r(23) = .792, p < .001 (two-tailed; n = 25). Because the obtained significance value was lower than the standard alpha threshold of 0.05, the null hypothesis (H_0), which assumed no correlation existed, was successfully rejected. Conversely, the alternative hypothesis (H_a) was officially accepted. The positive sign of the coefficient indicates that higher confidence scores tended to accompany higher speaking scores in Grade X.1.

Furthermore, the coefficient of determination (r^2 = .627) indicates the proportion of variance in the observed speaking scores accounted for by the simple linear fit to self-confidence scores, while the remaining 37.3% is unexplained by that fit, as the study did not identify its sources. In summary, the statistical findings indicate a significant positive association between students' self-confidence and their English speaking ability.

4. Discussion

The findings of this study indicate that there is a significant positive correlation between students' self-confidence and their speaking ability at SMA Negeri 6 Metro. The Pearson Product-Moment correlation analysis involving 25 students produced a correlation coefficient of 0.792 with a significance value of 0.000 ($p < 0.05$). This result indicates a strong positive relationship between the two variables. Therefore, the null hypothesis (H_0), which stated that there was no significant correlation between students' self-confidence and their speaking ability, was rejected, while the alternative hypothesis (H_1) was accepted. This finding answers the research question by demonstrating that students' self-confidence is significantly associated with their speaking ability.

The positive direction of the correlation suggests that students with higher self-confidence scores tend to obtain higher speaking scores. In other words, students who feel more confident in their ability to use English tend to demonstrate better speaking performance. Self-confidence may help students feel more comfortable expressing their thoughts, sharing opinions, and participating in classroom speaking activities. On the other hand, students with lower self-confidence may hesitate to speak because they are afraid of making mistakes or being judged by others. These situations may limit their opportunities to express their ideas orally. This interpretation is consistent with the concept of self-confidence discussed in this study, particularly the dimensions of Ability, Assurance, and Willing Engagement adapted from Dewi (2021).

The finding is in line with Azizah (2024), who reported a significant positive correlation between students' self-confidence and speaking ability. Similarly, Jannah et al. (2024) found a significant relationship between self-confidence and students' English-speaking ability among senior high school students. These findings suggest that self-confidence is an important psychological aspect associated with students' speaking performance in English. The present study supports these previous findings by providing additional evidence from Grade X.1 students at SMA Negeri 6 Metro. Although the studies were conducted in different educational settings, they indicate a similar pattern in which students with higher self-confidence tend to demonstrate better speaking ability.

Furthermore, the findings can be understood in relation to the psychological factors involved in speaking activities. Bakhtiar and Suwandi (2022) identified self-confidence, anxiety, and shyness as psychological factors related to students' speaking skills. Students who feel confident may be more willing to participate in oral communication, whereas those who experience nervousness or fear of making mistakes may be less willing to express themselves. In addition, Santoso et al. (2024) reported a significant relationship between self-efficacy and speaking achievement among Indonesian EFL learners. Although self-efficacy and self-confidence are different but related concepts, their findings provide further context for understanding how learners' beliefs about their capabilities are associated with speaking performance.

The relationship found in this study also highlights the importance of considering students' psychological readiness alongside their language skills. Speaking ability involves several components, including pronunciation, grammar, vocabulary, fluency, and comprehension, as assessed through the rubric adapted from Fauzan et al. (2024). Students need to use these language components when expressing their ideas orally. However, having language knowledge alone may not always be sufficient if students are reluctant to communicate. Self-confidence may support their willingness to use the

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language and participate in speaking situations. Nevertheless, the correlational findings of this study do not establish that self-confidence directly causes improvements in speaking ability. Rather, they demonstrate that the two variables are significantly related.

Despite these findings, this study has certain limitations. The research involved only 25 students from one class at SMA Negeri 6 Metro. Therefore, the findings should be interpreted within the context of the participants and should not be generalized to all senior high school students. In addition, this study focused only on the relationship between self-confidence and speaking ability, while other factors that may be associated with speaking performance, such as motivation, anxiety, vocabulary knowledge, and learning environment, were not examined. Future researchers may involve a larger sample from different schools and consider additional variables to obtain a broader understanding of the factors associated with students' speaking ability.

5. Conclusion

Based on the findings of this study, it can be concluded that there is a positive and significant correlation between students' self-confidence and their speaking ability at Grade X.1 SMA Negeri 6 Metro. The Pearson Product-Moment correlation analysis showed a correlation coefficient of 0.792 with a significance value of $p < 0.001$ and 25 participants. The coefficient indicates a strong positive relationship between the two variables, meaning that students with higher levels of self-confidence tended to demonstrate better speaking ability. Therefore, the alternative hypothesis is accepted, while the null hypothesis is rejected.

The findings highlight the relevance of self-confidence in students' English-speaking activities. Students who feel more confident may be more willing to express their ideas, share opinions, and participate in classroom communication. Therefore, English teachers are encouraged to create supportive learning environments that provide students with opportunities to practice speaking without excessive fear of making mistakes. Although this study identifies a strong relationship between the two variables, it does not establish that self-confidence directly causes improvements in speaking ability.

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