

**AN ANALYSIS ON STUDENTS' SELF-CONFIDENCE IN SPEAKING
ENGLISH AT INSPIRE ENGLISH COURSE KAMPUNG INGGRIS**

THESIS

Presented to

State Islamic University of Syekh Wasil Kediri

In partial Fulfillment of the Requirements

For the Degree of *Sarjana* in English Language Education



**UNIVERSITAS ISLAM NEGERI
SYEKH WASIL
KEDIRI**

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ENGLISH LANGUAGE EDUCATION STUDY PROGRAM

FACULTY OF TARBIYAH AND TEACHER TRAINING

STATE ISLAMIC UNIVERSITY SYEKH WASIL KEDIRI

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I hereby declare that this thesis and the work presented in it are entirely my own original work and have been written by me as the result of my own research. This thesis does not contain any material that has previously been written or published by another person, except where proper acknowledgment is made through citations. It has not been submitted to obtain any other degree or qualification at this or any other higher education institution. Therefore, I am solely responsible for this thesis in the event of any objections or claims from other parties.

This thesis is submitted to fulfill the requirements for the Bachelor's Degree (S1) in the English Study Program at UIN Syekh Wasil Kediri.

Kediri, 25th May 2026

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APPROVAL PAGE

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RATIFICATION SHEET

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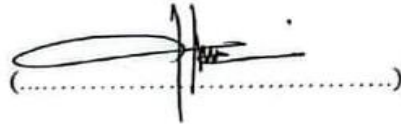
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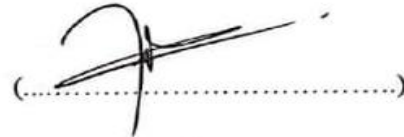
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MOTTO

"Allah does not burden a soul beyond what it can bear. It will have the reward of what it has earned, and it will suffer the punishment of what it has done."

(Q.S Al-Baqarah: 286)

"For indeed, with hardship comes ease."

(Q.S Al-Insyirah: 5-6)

"Whatever happens in your life, don't say 'if only', but say 'Qadarullah' because everything that happens is a decree, and Allah's decree is always good, because

Allah is the Most Good."

(Ustadz Hanan Attaki)

Success doesn't belong to the smart people. It belongs to those who never stop trying.

(B.J. Habibie)

DEDICATION

Praise be to God, the Lord of the Worlds. As an expression of gratitude for all the blessings and strength bestowed upon me, on this final page of this journey, the author dedicates this humble work to:

1. Allah SWT, the All-Directing, who has been a source of comfort and strength for the author amidst the busyness of life. Thank you for the love, compassion, and knowledge you have bestowed, enabling this final project to be successfully completed.
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2. Prof. Dr. Hj. Munifah, M.Pd as the Dean of the Faculty of Tarbiyah and Teacher Training, State Islamic University of Syekh Wasil Kediri.
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ABSTRACT

Rahayu, Siti Sri. 2026. *An Analysis on Students' Self-Confidence in Speaking English at Inspire English Course Kampung Inggris*. Thesis. English Language Education Study Program, Faculty of Tarbiyah and Teacher Training, State Islamic University Syekh Wasil Kediri. Advisor: (I) Dr. Irma Khoirot Daulay, M.Hum and (II) Yogi Rohana, M.Hum.

Keywords: *self-confidence, speaking English, speaking challenges, learning strategies, qualitative study*

This study aims to analyze students' self-confidence in speaking English at the intermediate level at Inspire English Course, Kampung Inggris, Pare, Kediri. In the era of globalization, English speaking ability has become an essential skill. However, many students still experience difficulties in oral communication despite having sufficient language knowledge. One of the main challenges is students' lack of self-confidence in speaking English. This confidence is shaped by several interconnected aspects such as anxiety, motivation, learning environment, and self-regulated learning during speaking activities. While previous studies have often discussed these aspects separately, limited research has explored how these aspects interact in shaping students' self-confidence in speaking English. Therefore, this study explores students' speaking challenges and the strategies they use to develop their self-confidence.

This study employed a descriptive qualitative approach with thematic analysis. The participants consisted of four intermediate-level students at Inspire English Course. Data were collected through semi-structured interviews, classroom observations, and document analysis. The data analysis process included data familiarization, coding, theme identification, and theme refinement.

The findings revealed that students' self-confidence in speaking English developed gradually through the interaction of several interconnected aspects, namely anxiety, motivation, learning environment, and self-regulated learning during speaking activities. Anxiety was mainly observed during individual speaking performances, while students' motivation tended to fluctuate depending on classroom situations. A supportive learning environment contributed to students' comfort, particularly in pair and group activities. In addition, students applied various strategies to overcome speaking difficulties, including self-regulated learning strategies, social and environmental coping strategies, confidence-building strategies, and motivational strategies, with self-regulated learning strategies emerging as the most dominant.

In conclusion, students' self-confidence in speaking English developed gradually through continuous learning experiences, classroom interaction, and the active use of learning strategies to manage speaking challenges. These findings highlight the importance of both internal and external support in helping students develop confidence during speaking activities.

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