

**L2 Self-Confidence, Reticence, and Self-Perceived Communication
Competence: A Correlational Study**

SKRIPSI



by

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Competence: A Correlational Study**

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Competence: A Correlational Study**

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STATEMENT OF ORIGINALITY

I honestly declare that this *Skripsi* does not contain the work or part of the work of other people, except those cited in the quotations and the references.



Yogyakarta, 2 May 2023



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ABSTRACT

Dewi, L.P.D. (2023). *L2 self-confidence, reticence, and self-perceived communication competence: A correlational study*. (Unpublished Undergraduate Thesis). Universitas Kristen Duta Wacana. Yogyakarta, Indonesia.

This study aims to determine the level of L2 self-confidence, reticence, and self-perceived communication competence (SPCC) from English for Specific Purposes students in a university in Indonesia. In addition, this study also aims to find a correlation between L2 self-confidence – reticence, L2 self-confidence – SPCC, and Reticence – SPCC. This study was conducted using a quantitative method through distributing questionnaires. The data was collected from 213 non-English major undergraduate students. This study uses descriptive data analysis and correlation data analysis to answer the four research questions. This study found some findings. First, the students' L2 self-confidence level was moderate to low. Second, the students' reticence level was low. Third, their SPCC level was moderate. Moreover, this study found a statistically significant negative moderate correlation between L2 self-confidence and reticence. Then, the correlation between L2 self-confidence and SPCC was statistically significant moderate positive. After that, the result for reticence and SPCC correlation was statically low negative correlation. This study suggested that future studies investigate the correlation of L2 self-confidence, reticence, and SPCC in other contexts or using other methods.

Keywords: Self-Confidence, Reticence, Competence

INTISARI

Dewi, L.P.D. (2023). *L2 self-confidence, reticence, and self-perceived communication competence: A correlational study*. (Unpublished Undergraduate Thesis). Universitas Kristen Duta Wacana. Yogyakarta, Indonesia.

Penelitian ini bertujuan untuk mengetahui tingkat kepercayaan diri, sikap diam, dan kompetensi komunikasi yang dirasakan oleh mahasiswa Kelas Bahasa Inggris Terapan di sebuah perguruan tinggi swasta di Indonesia. Selain itu, penelitian ini juga bertujuan untuk menemukan korelasi antara kepercayaan diri dengan sikap diam, kepercayaan diri dengan kompetensi komunikasi yang dirasakan oleh mahasiswa, dan sikap diam dengan kompetensi komunikasi yang dirasakan oleh mahasiswa. Penelitian ini dilakukan dengan menggunakan metode kuantitatif melalui penyebaran kuesioner. Data dikumpulkan dari 213 mahasiswa program studi non-Bahasa Inggris. Penelitian ini menggunakan analisis data deskriptif dan korelasi untuk menjawab empat pertanyaan penelitian. Studi ini menemukan beberapa temuan. Pertama, tingkat kepercayaan diri siswa tergolong sedang - rendah. Kedua, tingkat sikap diam siswa di dalam kelas Bahasa Inggris tergolong rendah. Ketiga, tingkat kompetensi komunikasi yang dirasakan oleh mahasiswa tergolong sedang. Selain itu, penelitian ini menemukan bahwa korelasi antara kepercayaan diri dan sikap diam adalah korelasi yang bersifat signifikan dan negatif secara statistik. Kemudian, korelasi antara kepercayaan diri dan kompetensi komunikasi yang dirasakan oleh mahasiswa adalah korelasi yang bersifat positif dengan level moderat yang signifikan secara statis. Setelah itu, korelasi antara sikap diam dan kompetensi komunikasi yang dirasakan oleh mahasiswa adalah korelasi negatif yang rendah secara statis. Penelitian ini menyarankan untuk penelitian selanjutnya untuk menyelidiki korelasi kepercayaan diri, keengganan, dan SPCC dalam konteks lain atau menggunakan metode lain.

Kata Kunci: Kepercayaan diri, sikap diam, kompetensi

CHAPTER I

INTRODUCTION

This section will be divided into four parts: research background, research questions, research objectives, and research benefits.

A. Research Background

In the process of learning languages, the use of the L2 language cannot be separated from an important thing called the affective factor. Lee and Lee (2020) mentioned that the affective factor is an emotional factor that influences language learning. That is because learning a language is a personal experience; that is why emotional factors contribute to it. In the classroom, several affective factors affect the learning process, one of them namely L2 self-confidence (Arnold, 2009). Lone (2021) defines L2 Self-confidence as a person's belief in their language abilities. In relation to learning language, L2 self-confidence is one of the keys to successful language mastery. Deguchi (2012) supports this statement by stating that there is no success in language activities without confidence. L2 self-confidence includes students' cognitive, emotional, and performance (Norman & Hyland, 2004). Norman and Hyland (2004) stated that students with higher L2 self-confidence would feel prosperous, impacting their involvement in the classroom. Conversely, if students experience a lack of L2 self-confidence, they will tend to be silent and withdraw from activities in the classroom (Akbari & Sahibzada, 2020). In conclusion, it is important to conduct research on students' L2 self-confidence so that students are more aware of their confidence and teachers understand better how to treat students according to their condition.

In addition to L2 self-confidence, which is one of the crucial aspects of language learning in the classroom, students' reticence in the learning process is also important to get deep research. This phenomenon usually occurs in general English classes, especially in speaking classes (Donald, 2010). Liu (2005) found that students' reticence is generally triggered by; fear of making mistakes, limited language skills, lack of confidence, and habits. That means reticence can hinder students from mastering language skills because they cannot practice and check their understanding, which is important for language

learners. Therefore, the students' reticence is also considered a type of language anxiety (Tuyen, 2018). Furthermore, students' reticence can affect their language acquisition. According to Donald (2010), language's main function is to communicate and build relationships with others. However, students cannot build communication or relationships with others with this reticence. They cannot express their opinions to either their friends or teachers. Moreover, Shing and Seng (2016) reported that the students' reticence can also influence the teachers in the classroom because, with the occurrence of students' reticence, teachers may be difficult to check whether or not the students already understand the material teacher gave. It means students' reticence affects not only students' language acquisition but also the teachers who teach the class. Those things make students' reticence one of the most critical issues to discuss.

The other topic which may be important to discuss is self-perceived communication competence (SPCC). Sultan (2012) stated that the students' belief in their ability to learn a language is referred to as their SPCC. SPCC is an important factor in learning a language because students may express their SPCC into an attitude in their learning process. That is because attitude is something that we show to people based on what we think and feel (Herwiana & Laili, 2021). Suvongse and Chanyoo (2022) found that SPCC is the most influencing factor in willingness to communicate (WTC). So, for example, if students believe their English is bad, they might show it in class. As a result, they could be shy, scared, or avoid classroom interaction. In other words, it can be said that students' SPCC may predict students' WTC. Through students' SPCC, they would be more aware of their weaknesses and strengths, which may help them adjust when they learn a language.

The study about L2 students' self-confidence, reticence, and SPCC in Indonesia is worth researching. The study about L2 self-confidence in Indonesia is not new. However, study about reticence and SPCC in Indonesia are still very limited. Moreover, in Indonesia, the study about L2 self-confidence, reticence, and SPCC was done separately or with another variable. That can be seen from several studies about L2 self-confidence in Indonesia (e.g. Aritonang, 2014; Fadilah, 2018; Hamzah et al., 2020; Muin & Aswati, 2019), students' reticence (e.g. Aripin & Umam, 2019; Karomah & Munir, 2005), and SPCC (e.g. Subekti, 2020). In short, the correlation between students' L2 self-confidence, reticence, and SPCC in Indonesian English classes is worth researching.

Then, this study will choose university – English for Specific Purposes (ESP) students' classes as the participant. That is because some previous studies already used general English classes in junior high school students as the participants (e.g. Aripin & Umam, 2019; Hamzah et al., 2020; Karomah & Munir, 2005; Muin & Aswati, 2019). Moreover, one study has conducted a study in this topic but for service teachers (Aritonang, 2014). So, EAP students' level of L2 self-confidence in English, reticence, and SPCC during the teaching and learning process in class is worth to be explored. Furthermore, in Indonesia, the study on this topic was not found in EAP classes; even more, a correlation study between the three variables can be seen in several studies mentioned. Therefore, it is worth it to conduct a study in EAP classes not only because of the limitations of the existing research but also because they had passed several levels of English classes before.

Many of the previous studies related to this topic (L2 self-confidence, reticence, and SPCC) used qualitative (Alam et al., 2021; Liu, 2005; Xu, 2011), quantitative (Hamzah et al., 2020; Ozdemir & Papi, 2021), classroom action research (Aripin & Umam, 2019), and mixed-methods (Heng, 2018; Mosha, 2014; Tuyen, 2018). However, in the Indonesian context, based on my understanding, the study of students' L2 self-confidence, reticence, and SPCC still needs to be researched because the study is still rare especially for reticence and SPCC. Moreover, the previous study about reticence and SPCC mostly used qualitative and classroom action research. Therefore, this study will focus on looking for generalizations of the relationship between L2 self-confidence and students' reticence, and their correlation with students' self-perceived competence. With those considerations, the use of questionnaires is considered appropriate because it is in accordance with the principle of the quantitative method that seeks generalizations from a study (Feilzer, 2010).

B. Research Questions

This research has four major concerns related to students' L2 confidence, reticence, and SPCC in English Class based on some consideration of the rationales above. Therefore, the research questions are as follows:

1. What is EAP students' L2 self-confidence level in English class?

2. What is EAP students' reticence level during the English class?
3. What is the correlation between students' L2 self-confidence and reticence in English class?
4. What is the correlation between self-confidence and self-perceived communication competence and reticence and self-perceived communication competence?

C. Research Objectives

By conducting this study, it is hoped that several things will be found regarding the relationship between students' L2 self-confidence and reticence, which include:

1. The EAP students' L2 self-confidence level in English class.
2. The EAP students' reticence in English class.
3. The correlation between students' L2 self-confidence and reticence in English class.
4. The correlation between students' L2 self-confidence and self-perceived communication competence, and students' reticence and self-perceived communications competence.

D. Research Benefits

Through this study, researchers expect the results will be helpful for several parties, such as students, teachers, and researchers:

1. Students

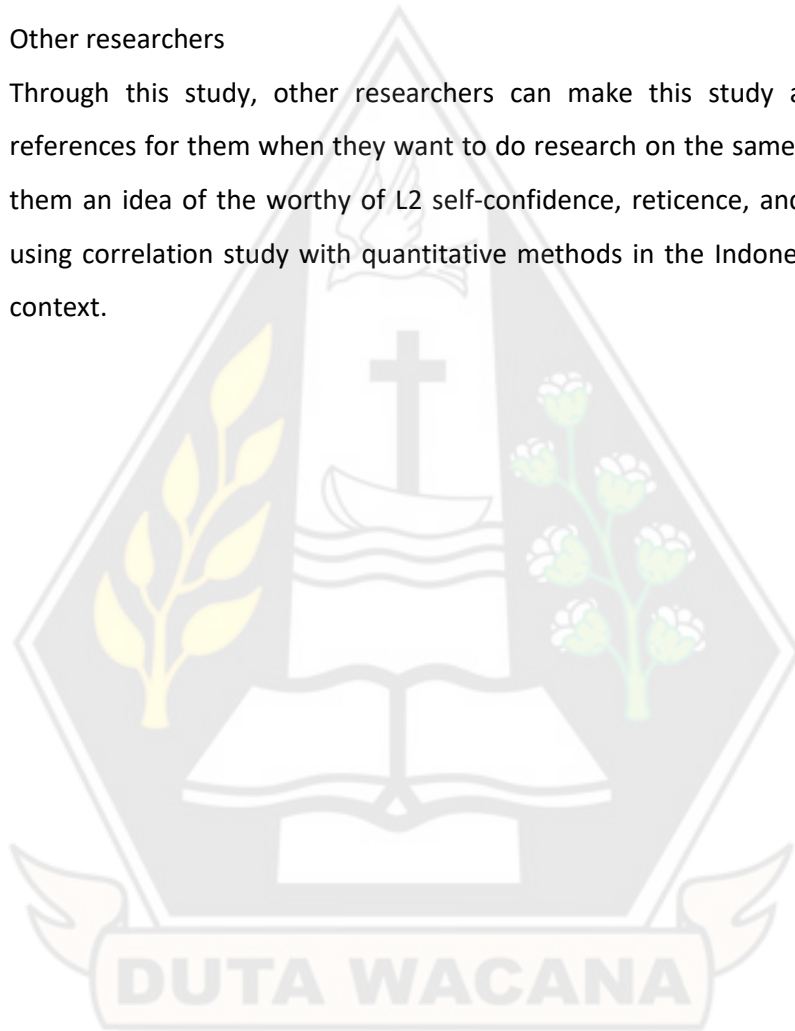
Through this study, students become more aware of L2 self-confidence and students' reticence phenomenon in English classes and the impacts on their studies. Students are expected to be more optimistic about studying English and try their best to increase their L2 self-confidence and avoid reticence that prevents them from mastering English.

2. Teachers

Through the existence of this study, it is expected that teachers are increasingly aware of L2 self-confidence and the phenomenon of students' reticence in English classes. It is also expected that teachers can think critically regarding issues related to research topics so that learning in the classroom is more effective.

3. Other researchers

Through this study, other researchers can make this study as one of the references for them when they want to do research on the same topic and give them an idea of the worthy of L2 self-confidence, reticence, and SPCC studied using correlation study with quantitative methods in the Indonesian university context.



CHAPTER V

CONCLUSION

This chapter consists summary, implication and contribution, limitations, and further studies.

A. Summary

This study was conducted to investigate the four research questions: the ESP students' L2 self-confidence level, ESP students' reticence level, the correlation between students' L2 self-confidence and reticence, and the correlation between self-confidence and students' SPCC and the correlation between reticence and SPCC in English class. First, related to L2 self-confidence level, this study found that the students' L2 self-confidence level was moderate-low, with 2.84 as the mean score. This study also found the level of students' reticence was low, with 2.59 as the mean score. Moreover, this study found a moderate negative correlation between L2 self-confidence and reticence. The correlation between students' L2 self-confidence and SPCC was a moderate positive level, and it found that the correlation between reticence and SPCC was a negative low correlation.

B. Implication and Contribution

There are some implications based on the findings of this study. First, EFL teachers need to be more aware of their students especially related to their confidence and self-perceived competence in English class. The study found that students' self-confidence level in English class is moderate – low. This becomes the teachers or lecturers' challenge to motivate and may arrange the classroom environment which can boost students' confidence so that they can be more active and show their English skills through activities in English class so that the class is less reticent. Furthermore, since students' SPCC is moderate and correlated positively with students' L2 self-confidence, this also becomes the teacher or lecturer's challenge. When teachers try to boost students' confidence, they should consider some activities that also boost students SPCC. The teacher or lecturer may provide various activities that can trigger students' confidence in English class by

exploring students' interests, needs, or something related to their daily life. After that, they could make some activities that include students on it, for example, whole class and group discussion, presentation, debate, and other activities. The teachers should give more chances for students to express themselves in English class in a comfortable way. Through those activities, students could be less reticent, more confident, and more positive about their self-perceived communication competence.

Moreover, this study also contributed to the literature on L2 self-confidence, reticence, and SPCC. Since few studies were conducted to investigate L2 self-confidence, reticence, and SPCC are still rare. This study showed a specific study about them using quantitative through surveys to find the generalization data. This study also took a sample of non-English major university students who had passed some English-level classes before. Therefore, this present study might be beneficial for researchers as a limitation on the correlation between students' L2 self-confidence and reticence in English class.

C. Limitation

This present study has some limitations. First, this study only used the quantitative method of distributing questionnaires, so the data for this study was based on participants' reports. Therefore, no in-depth data search on this topic impacts there is no richness in data type. Second, this study was conducted only in one university, level, and region. So, it is not enough to represent the EFL learners in Indonesia. Third, there is no study that investigated the correlation between the topics and the previous study was still rare. So, this study was not able to compare the findings and correlation results with previous studies.

D. Future Studies

There are some recommendations for future studies based on findings and limitations. The first is that L2 self-confidence and reticence level are low from the findings. Future research could find a way to boost Indonesian EFL learners' confidence or find the reasons why students' reticence level was low using a qualitative study by conducting class observation or interviews. The second is the study limited to the participants' region, which is just Yogyakarta. Future research could conduct the study in different regions or

larger regions to provide more accurate answers regarding students' L2 self-confidence, reticence, and students' SPCC in Indonesia. Lastly, because of the limited data and its impact on the data report, future studies could conduct more correlation research about these topics.



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