

CHAPTER I

INTRODUCTION

1.1 Background

With the development of the Indonesian education system that presents international class programs, it certainly attracts students to compete in registering on international class program. Thus, problem arise which many of them lack confidence in communicating in English. Although these students are often familiar with the basics of English, they may find problems speaking English that seems complex than their first language (Wahyuningsih & Afandi, 2020). In the context of international class students in Indonesia, English communication is often limited to formal interactions, such as with lecturers, while in everyday social settings or among peers, English is rarely used. This is supported by findings showing that, although students possess English proficiency, they are reluctant to use it outside of formal academic requirements. As a result, their speaking skills do not develop adequately due to the lack of informal practice (Winnie et al., 2023)

The pressure to use English fluently in academic and social settings can create anxiety, leading to a lack of confidence in expressing themselves. Previous research by Zulkarnain (2023) argued that self-confidence and self-efficacy are part of the psychological factors that can influence students' ability in English speaking communication which is crucial problem to be analysed for. This problem is compounded by the fear of making grammatical mistakes or mispronunciations, which can lead to feelings of inadequacy when compared to peers who may have more experience with English.

A particular component that affects communication effectiveness is confidence, particularly when speaking a foreign language like English. According to Dell Hymes' (1972) Communicative Competence Theory, communicative competence involves both the capacity to use language effectively in a variety of social contexts and the ability to formulate grammatically accurate sentences. According to Hymes, successful communication is made possible by paying attention to elements including cultural awareness, context appropriateness, and social standards.

Effective communication skills, according to Dr Hymes (1972), emphasize not just linguistic elements but also pragmatic and social dimensions of language use. In this situation, the more fluent somebody is in English, greater the ease one feels using the language in discussions or conversations. On the other hand, a lack of communication skills can make people feel less confident and anxious while speaking, particularly in circumstances when accuracy and clarity of language are required.

Comparable challenges are faced by many students at international program in Indonesia, where they have to employ English for everyday social interactions as well as academic ones. According to Woodrow (2006), for instance, students learning a second language frequently experience anxiety related to making mistakes and being viewed as incompetent, which eventually lowers their confidence levels. Learning experiences, exposure to the language, and environmental support all have a significant impact on one's level of confidence in English.

Universities in Indonesia, especially in West Java, that offer international class programs give students opportunities to communicate and study in English. Despite having access to a helpful learning environment, many students still find it difficult to converse in English, particularly when they are around classmates or professors. This is in line with Krashen's (1986) theory in The Affective Filter Hypothesis, which describes how affective states like fear and insecurity can make it difficult for someone to successfully learn a second language.

A number of factors including previous experience, supportive surroundings, and regular practice opportunities, are closely correlated with students' confidence in speaking English. For instance, students who are used to speaking English in everyday interactions will be more confident than those who merely employ it in formal contexts (Brown, 2007). Students' confidence is greatly influenced by their exposure to a positive English-speaking environment. Conversely, students who rarely use English in informal or non-academic situations tend to have low self-confidence due to their lack of experience speaking freely and spontaneously. Exposure to a supportive English-speaking environment is very important in shaping students' confidence.

According to research, innovative teaching methods and techniques combined with a positive learning atmosphere can boost students' confidence when speaking English. According to research conducted in Vietnam by Pham (2021), students who consistently practiced speaking English through activities that had been developed

especially for them revealed an important increase in confidence. Students can improve their communication skills by being exposed to English more frequently, both within and outside of the classroom. This study supports the findings of Krashen (1986), who found that an environment that offers practice chances and positive support might help overcome emotional elements like fear.

Environmental factors play a crucial role in shaping students' confidence in using English. Research by Aprillia (2019) revealed that support from lecturers and fellow students can reduce speaking anxiety, thus increasing self-confidence. Students feel more confident when accepted and are not afraid of making mistakes when communicating. Conversely, a lack of positive support from peers and lecturers can lead to hesitation in speaking English. This research emphasizes the importance of creating a learning environment that is safe and free from negative judgment to increase students' confidence in speaking English.

The issue of students' confidence in their ability to use English has been studied in the studies mentioned previously, but there are none of these studies particularly address students in international classroom in the West Java region. Several major universities in West Java offer active international class programs with a significant student population. Universitas Indonesia (UI) in Depok provides over 30 international undergraduate programs (KKI), with an estimated 900 students annually. Institut Teknologi Bandung accepted 369 IUP students in 2020 from total 777 enrollments. Telkom University in Bandung offers 11+ IUP programs with small class sizes (max. 30 students). Universitas Padjadjaran runs 14 IUP programs across various faculties, while IPB University in Bogor offers 12 international programs in agriculture, science, and business.

These institutions contribute to a diverse and sizable population of international class students in West Java, making it a highly relevant setting to explore students' perceptions of self-confidence in English speaking communication within globally oriented academic environments. Due to the higher rate of international student acceptance, West Javan colleges needs to be able to establish a more encouraging learning environment for students to grow in their English proficiency. In-depth knowledge of how these kids' beliefs are shaped and the elements that lead to their lack of confidence is still lacking, though.

Studies like those by Woodrow (2006) and Pham (2021) demonstrate that the learning environment has a significant impact on students' confidence in their ability to speak English. However, the multinational setting in which these researches were carried out meant that local cultural dynamics were not taken into consideration. Local cultural quirks may have an impact on how students develop their communication confidence in West Java, a region known for its numerous cultures and expanding international education programs. By concentrating on international students in West Javan universities, this study seeks to close the gap.

The urgency of this study lies in addressing the perception of confidence by international program students in West Java, who are required to use English as a second language in both academic and social contexts. Despite the prominence of English as the medium of instruction in these programs, many students struggle with self-confidence in English speaking communication, which impacts their ability to participate effectively in discussions and interactions (Saidah, 2024). From a communication science perspective, this issue highlights the critical role of communicative competence in fostering effective interpersonal and academic communication, emphasizing the need for institutional strategies that enhance students' confidence in expressing themselves.

This study also fills a significant gap in the existing literature. While various studies have examined factors influencing second-language acquisition and self-confidence, there is a lack of focused research investigating the perceptions of self-confidence among students in international programs within the specific academic context of West Java. By adopting a communication science lens, this research delves into how elements like cultural norms, social interactions, and the learning environment shape students' communicative competence and confidence. This study offers a novel contribution by exploring English speaking communication confidence among international program students in West Java, a context that has received little scholarly attention. Unlike most studies that focus on general EFL learners, this research targets a specific academic population whose communicative behavior is shaped by students' perception. Additionally, by combining Self-Perception Theory (Bem, 1972) and Affective Filter Hypothesis (Krashen, 1982), the study provides a dual-theoretical lens that unveils how students' internal evaluations of their behavior, emotional responses, and situational contexts influence their self-confidence.

The research problem centers on understanding how students perceive their self-confidence in English speaking communication and identifying the factors influencing these perceptions. It aims to reveal the psychological and communicative challenges faced by students, identify strategies that can increase students' confidence in communicating using English in international programs and provide actionable insights to educational institutions for creating supportive environments. By addressing these issues, the study contributes to enhancing students' ability to participate confidently in academic and professional settings, ultimately enriching their educational experiences and career readiness.

1.2 Research Objectives

The primary objective of this research is to find out how West Javan international students perceive their self-confidence to communicate in English. Examining their individual perceptions of factors that immersing their self- confidence and experiences regarding their capacity and readiness to use English in diverse communicative circumstances is part of this. Gaining insight into how students assess their own performance and competency in using English as a foreign language requires an understanding of these perceptions. Additionally, this study seeks to pinpoint and examine the critical elements that impact the growth of self-assurance in English speaking communication.

1.3 Research Question

1. How do international program students in West Java perceive their self-confidence in English speaking communication?
2. How are the experiences of international program students in West java in English speaking communication?

1.4 Uses of Research & Research Significance

This study examines the perception of self-confidence of foreign program students in using English, adding to the body of knowledge on communication and language instruction. It looks at the psychological aspects of communication and provides information about how internal states and communication behavior are related. In practice, the results could help teachers, curriculum developers, and organizations create learning settings that increase students' self-assurance and engagement. Teaching methods and classroom procedures that lower anxiety and

enhance students' motivation, fluency, and self-expression in English speaking communication can be informed by this research.

This work is important from a theoretical and practical significance in language education, psychological communication, and communication studies. It investigates how confident international program participants feel speaking English, emphasizing the impact of social and psychological elements in addition to language proficiency. In practice, the results could help teachers, curriculum developers, and organizations create classrooms that boost students' self-esteem, lessen communication anxiety, and promote more active use of English. Insights from this study can also help international programs and policymakers boost students' communicative competence in academic and intercultural settings.

1.5 Research Period and Site

The research will be conducted over a period spanning from September 2024 to June 2025. Qualitative research activities, such as in-depth interviews, will be conducted over this time period based on the convenience and availability of the chosen participants. This research will be conducted in specific site on West Java. In order to allow enough time for transcription and thorough data analysis in the upcoming weeks, all interviews are anticipated to be finished by May 2025.