



The Interplay of Self-Confidence and Communicative Competence of Junior High School in Indonesia

Hasan¹, Andi Sadapotto², Muhammad Hanafi³, Muhammad Iksan⁴

¹English Departement, Muhammadiyah University of Enrekang

²⁻³English Department, University of Muhammadiyah Sidenreng Rappang, Indonesia

⁴Students of English Department, University of Muhammadiyah Sidenreng Rappang, Indonesia

ARTICLE INFO

Article History:

Received: June 27, 2022

Revised: July 27, 2022

Accepted: September 02, 2022

CORRESPONDENCE:

Hasan

achank.hasan80@gmail.com

Muhammadiyah Enrekang,
Indonesia

CITATION:

Hasan, H., Hanafi, M., & Iksan, M.
(2022). The Interplay of Self-
Confidence And Communicative
Competence of Junior High School in
Indonesia. *Majesty Journal*, 4(2), 82-
94.
<https://doi.org/10.33487/majesty.v4i2.174>

COPYRIGHT:



All articles published in Majesty
Journal are licensed under a [Creative
Commons Attribution 4.0
International License](https://creativecommons.org/licenses/by/4.0/).

OPEN ACCESS[®]

ABSTRACT

This study aims to examine the relationship between students' self-confidence and communicative competence, particularly speaking ability, among junior high school students in Indonesia. The research was conducted at SMPN 9 Pinrang, involving eighth-grade students as the research participants. This study employed a descriptive correlational design to determine whether students' self-confidence was significantly related to their speaking performance. The population consisted of 104 students, while the sample comprised 28 students selected through cluster sampling. The data were collected through a self-confidence questionnaire and an oral speaking test. The data were analyzed using the Pearson Product Moment correlation formula. The findings showed that the correlation coefficient between students' self-confidence and speaking ability was 0.700. This value was higher than the r-table value at both the 5% significance level (0.374) and the 1% significance level (0.478), indicating a significant correlation between the two variables. The correlation coefficient also fell within the range of 0.61-0.80, which indicates a substantial correlation. Therefore, the null hypothesis was rejected, and the alternative hypothesis was accepted. The study concludes that students' self-confidence has a significant relationship with their communicative competence. Students with higher self-confidence tend to demonstrate better speaking ability, as they are more willing to express ideas, participate in oral communication, and use English in classroom interaction.

KEYWORDS

Self-confidence; speaking ability; communicative competence; correlation study; EFL context

INTRODUCTION

English has become an essential medium of communication in education, technology, international relations, and global academic interaction. In the context of English as a Foreign Language (EFL), students are expected not only to understand English as a subject but also to use it as a means of communication.

This expectation makes communicative competence an important goal of English language teaching, especially at the junior high school level where students begin to develop more systematic language knowledge and oral communication skills. Communicative competence refers to the ability to use language appropriately and effectively in social contexts, not merely the mastery

of grammatical forms (Hymes, 1972). In other words, successful language learning should enable students to understand what to say, how to say it, when to say it, and to whom it should be said.

The concept of communicative competence has developed significantly in language education. Canale and Swain (1980) explain that communicative competence consists of grammatical competence, sociolinguistic competence, and strategic competence, while Canale (1983) later expands the model by adding discourse competence. This view indicates that communication requires more than knowledge of vocabulary and grammar. Students must also be able to organize ideas, adjust language according to context, and use strategies to maintain communication when facing linguistic limitations. Similarly, Celce-Murcia, Dörnyei, and Thurrell (1995) emphasize that communicative competence involves discourse, linguistic, actional, sociocultural, and strategic dimensions. Therefore, speaking ability can be viewed as one of the most observable indicators of students' communicative competence in the EFL classroom.

Speaking is a productive language skill that requires learners to produce meaningful oral messages through pronunciation, grammar, vocabulary, fluency, and comprehension. Bygate (1987) states that speaking is not only a matter of linguistic knowledge but also a skill that involves interaction, decision-making, and the ability to process language in real time. Brown (2001) also argues that speaking is an interactive process of constructing meaning that involves producing, receiving, and processing information. In classroom practice, speaking enables students to

express opinions, ask questions, respond to others, and participate actively in learning activities. Thus, the development of speaking ability is central to the development of communicative competence.

However, speaking English remains one of the most challenging skills for EFL students. Many learners understand English in written form but experience difficulty when they are required to speak orally. This difficulty may be caused by limited vocabulary, weak pronunciation, lack of grammatical control, limited exposure to English, and insufficient speaking practice (Nunan, 1991). Harmer (2007) explains that students often face problems in speaking because they are afraid of making mistakes, lack ideas, or feel uncomfortable speaking in front of others. Ur (1996) also identifies inhibition, low participation, lack of topical knowledge, and the tendency to use the mother tongue as common problems in speaking classes. These issues show that speaking difficulties are not only linguistic but also psychological.

One of the psychological factors that strongly influences students' speaking performance is self-confidence. Self-confidence refers to learners' belief in their ability to perform a task successfully. In language learning, confidence helps students take risks, participate in communication, and continue speaking even when they make mistakes. Bandura (1997) explains that learners' beliefs about their capabilities influence how they think, feel, motivate themselves, and act. Students who believe that they are capable of speaking English tend to show greater effort and persistence in communication activities. Conversely, students with low confidence may avoid speaking

opportunities even when they have adequate linguistic knowledge.

Self-confidence is closely related to students' willingness to communicate. MacIntyre, Clément, Dörnyei, and Noels (1998) argue that willingness to communicate in a second language is influenced by perceived communicative competence and language anxiety. This means that students are more likely to speak when they believe they are competent and when they feel emotionally secure. Clément, Dörnyei, and Noels (1994) further state that self-confidence is an important motivational component in foreign language learning because it affects learners' readiness to interact using the target language. Therefore, confidence does not only support speaking performance but also strengthens students' motivation to engage in communicative activities.

In contrast, low self-confidence may lead to anxiety, silence, and passive classroom behavior. Horwitz, Horwitz, and Cope (1986) introduced the concept of foreign language classroom anxiety and explained that language learning can be stressful for students, especially when they are required to speak in front of others. Speaking anxiety may cause students to forget vocabulary, lose concentration, avoid eye contact, or refuse to participate in oral activities. Dörnyei (2005) also emphasizes that individual differences, including motivation, anxiety, and self-confidence, play a significant role in second language learning achievement. This suggests that students' speaking ability cannot be separated from their emotional and psychological readiness.

Self-confidence also contributes to the formation of students' language learning identity. According to Dörnyei and

Ushioda (2009), learners' motivation is influenced by their image of themselves as future language users. When students imagine themselves as capable English speakers, they are more likely to engage in learning activities and develop positive attitudes toward communication. Dörnyei and Ryan (2015) further argue that individual differences in language learning involve complex interactions among cognition, emotion, motivation, and social context. Thus, students' confidence in speaking English is shaped not only by personal ability but also by classroom atmosphere, teacher support, peer interaction, and learning experience.

For junior high school students, self-confidence becomes particularly important because they are in a developmental stage where peer evaluation, classroom interaction, and emotional security strongly influence learning behavior. Students may hesitate to speak English because they fear being laughed at, corrected harshly, or judged by their friends. If the classroom environment does not support risk-taking and active participation, students may become increasingly reluctant to communicate. Nation and Newton (2009) state that effective speaking instruction should provide meaningful practice, supportive interaction, and opportunities for learners to use language in realistic contexts. Therefore, teachers need to create a classroom atmosphere that encourages confidence, reduces fear, and promotes communicative participation.

In Indonesian EFL classrooms, speaking English is often considered difficult because students have limited exposure to English outside school. English is generally learned as a subject rather than used as a daily means of communication.

As a result, students may have limited opportunities to practice speaking authentically. Richards (2008) explains that teaching speaking requires attention to both accuracy and fluency, as learners need opportunities to develop language control and communicative confidence. When students rarely practice speaking, they may understand grammar rules but remain unable to communicate fluently. This condition highlights the importance of examining factors that may influence students' speaking ability, including self-confidence.

Preliminary observation at SMPN 9 Pinrang indicates that students show different levels of confidence in English speaking activities. Some students are willing to answer questions, express opinions, and participate in classroom interaction, while others remain silent, hesitate to speak, or avoid oral communication. These differences suggest that self-confidence may be associated with students' communicative competence. Students with higher confidence tend to be more active in speaking practice, while students with lower confidence may experience difficulty expressing their ideas even when they understand the material. This phenomenon provides a strong reason to investigate the relationship between self-confidence and speaking ability among junior high school students.

Several studies have shown that affective factors influence language performance. Gardner (1985) emphasizes that motivation and attitude are important determinants of success in second language learning. Oxford (1990) also explains that affective and social strategies help learners manage emotions, build confidence, and interact

with others during language learning. In relation to speaking, students who are confident are more likely to use communication strategies, negotiate meaning, and maintain interaction. Bachman (1990) and Bachman and Palmer (1996) further explain that language ability involves not only linguistic knowledge but also strategic competence and the ability to use language in communicative situations. These theoretical perspectives support the assumption that self-confidence may have a meaningful relationship with communicative competence.

Based on the explanation above, self-confidence can be considered an essential variable in students' English speaking development. While communicative competence requires linguistic, sociolinguistic, discourse, and strategic abilities, students may not be able to demonstrate these abilities without sufficient confidence. Therefore, the present study focuses on examining the correlation between students' self-confidence and communicative competence, particularly speaking ability, among eighth-grade students of SMPN 9 Pinrang. This study is expected to provide empirical information for English teachers regarding the importance of building students' confidence as part of speaking instruction. By understanding the relationship between self-confidence and speaking ability, teachers can design learning activities that not only improve students' linguistic competence but also encourage them to communicate more actively, confidently, and meaningfully in English.

METHODOLOGY

Research Design

This study employed a quantitative approach using a descriptive correlational research design. The design was selected because the study aimed to examine the relationship between two variables: students' self-confidence as the independent variable and students' communicative competence, particularly speaking ability, as the dependent variable. A correlational design is appropriate when the researcher intends to determine whether two variables are significantly related without manipulating the research setting or giving specific treatment to the participants.

In this study, self-confidence was measured through a questionnaire, while students' speaking ability was assessed through an oral speaking test. The correlation between the two sets of scores was analyzed to determine the degree and significance of the relationship between students' self-confidence and their speaking performance.

Participants

The research was conducted at SMPN 9 Pinrang. The participants of the study were eighth-grade students in the academic year in which the research was carried out. The population consisted of 104 students distributed across several eighth-grade classes. From this population, one class was selected as the sample by using cluster sampling. The selected sample consisted of 28 students.

Cluster sampling was used because the population had already been organized into intact classroom groups. Therefore,

the researcher selected one class to represent the population. This technique was considered suitable for the school context because it allowed the researcher to collect data from students in a natural classroom setting.

Research Variables

This study involved two main variables. The first variable was students' self-confidence, which refers to students' belief, courage, and willingness to express themselves in English speaking activities. The second variable was students' communicative competence, which was represented by their speaking ability. Speaking ability in this study refers to students' capacity to communicate orally in English through pronunciation, fluency, vocabulary, grammar, and comprehension.

Research Instruments

Two instruments were used to collect the data: a self-confidence questionnaire and an oral speaking test.

The self-confidence questionnaire was used to measure students' level of confidence in speaking English. The questionnaire focused on students' courage to speak, willingness to participate in classroom communication, confidence in expressing ideas, and ability to overcome fear or hesitation when using English orally.

The oral speaking test was used to measure students' speaking ability. In this test, students were asked to perform oral communication tasks based on the topic or instruction provided by the researcher. Their speaking performance was assessed using speaking assessment criteria covering pronunciation, vocabulary, grammar, fluency, and

comprehension. These aspects were used to obtain a more comprehensive description of students' communicative competence.

Data Collection Procedures

The data collection was conducted in several stages. First, the researcher prepared the research instruments, including the self-confidence questionnaire and the oral speaking test. Second, the researcher administered the questionnaire to the selected students to obtain data about their self-confidence in English speaking activities. Third, the researcher conducted the oral speaking test to assess the students' communicative competence. Each student's performance was scored based on the predetermined speaking assessment criteria. Finally, the questionnaire scores and speaking test scores were tabulated for statistical analysis.

Data Analysis Technique

The data were analyzed quantitatively. The students' questionnaire scores were calculated to determine their level of self-confidence, while the oral test scores were calculated to determine their speaking ability. After both variables were scored, the researcher used the Pearson Product Moment correlation formula to analyze the relationship between students' self-confidence and speaking ability.

The result of the correlation coefficient was interpreted based on the degree of correlation. A higher correlation coefficient indicates a stronger relationship between the two variables. The obtained r-value was then compared with the r-table at the 5% and 1% levels of significance to determine whether the

correlation was statistically significant.

The hypotheses of the study were formulated as follows:

H0: There is no significant correlation between students' self-confidence and their speaking ability.

H1: There is a significant correlation between students' self-confidence and their speaking ability.

If the obtained r-value was higher than the r-table, the alternative hypothesis was accepted and the null hypothesis was rejected. Conversely, if the obtained r-value was lower than the r-table, the null hypothesis was accepted and the alternative hypothesis was rejected.

RESULTS

This section presents the findings of the study concerning students' self-confidence, students' speaking ability, and the correlation between the two variables. The data were obtained from 28 eighth-grade students of SMPN 9 Pinrang. Students' self-confidence was measured through a questionnaire, while their communicative competence was measured through an oral speaking test. The data were then analyzed using descriptive statistics and Pearson Product Moment correlation.

Students' Self-Confidence

The first variable analyzed in this study was students' self-confidence. The questionnaire was administered to identify the extent to which students had confidence in expressing ideas, participating in English classroom interaction, and speaking English orally. The result of the questionnaire analysis is presented in Table 1.

Table 1. Mean Score of Students' Self-Confidence

Variable	Total Score	Number of Students	Mean Score	Classification
Self-confidence	100	28	3.57	Good

Table 1 shows that the mean score of students' self-confidence was 3.57. Based on the classification criteria used in this study, this score was categorized as good. This finding indicates that most students had a positive level of confidence in speaking English. They tended to have sufficient courage to participate in classroom activities, respond to questions, and express ideas orally. However, the result also implies that students' self-confidence still needs to be strengthened, particularly in situations that require spontaneous

speaking, interaction with peers, and oral performance in front of the class.

Students' Speaking Ability

The second variable analyzed was students' speaking ability. Students' oral performance was assessed through a speaking test. The assessment focused on students' ability to communicate orally in English, including fluency, pronunciation, vocabulary, grammar, and comprehension. The result of the speaking test is presented in Table 2.

Table 2. Mean Score of Students' Speaking Ability

Variable	Total Score	Number of Students	Mean Score	Classification
Speaking ability	92.68	28	3.31	Good

Table 2 indicates that the mean score of students' speaking ability was 3.31, which was classified as good. This result suggests that the students were generally able to communicate orally in English at an acceptable level. They could express simple ideas, respond to basic questions, and use English in classroom interaction. Nevertheless, some aspects of speaking, such as fluency, pronunciation accuracy, and confidence in delivering ideas, still required further improvement. The result also shows that students' speaking ability may be

influenced not only by linguistic knowledge but also by psychological readiness to speak.

Correlation between Students' Self-Confidence and Speaking Ability

To determine whether there was a significant relationship between students' self-confidence and speaking ability, the data were analyzed using Pearson Product Moment correlation. The result of the correlation analysis is shown in Table 3.

Table 3. Pearson Product Moment Correlation between Self-Confidence and Speaking Ability

Variables	N	r-count	r-table 5%	r-table 1%	Interpretation
Self-confidence and speaking ability	28	0.700	0.374	0.478	Significant and substantial correlation

Table 3 shows that the obtained correlation coefficient was 0.700. This value was higher than the r-table value at the 5% significance level, namely 0.374, and also higher than the r-table value at the 1% significance level, namely 0.478. Therefore, the null hypothesis (H0) was rejected, and the alternative hypothesis (H1) was accepted. This means that there was a significant correlation between students' self-confidence and their speaking ability.

The correlation coefficient of 0.700 falls within the range of 0.61–0.80, which indicates a substantial correlation. This finding demonstrates that students with higher self-confidence tended to have better speaking ability. In contrast, students with lower self-confidence tended to show weaker speaking performance. Therefore, self-confidence can be considered an important factor related to students' communicative competence, particularly in speaking English.

DISCUSSION

The findings of this study reveal that students' self-confidence had a significant and substantial relationship with their speaking ability. The correlation coefficient of 0.700 indicates that self-confidence is strongly associated with students' oral communication performance. This means that students who believe in their own ability are more likely to speak English, participate in classroom interaction, and express ideas with less hesitation. Conversely, students who lack confidence may experience difficulties in speaking even when they have adequate vocabulary or grammatical knowledge.

The result supports the theoretical view that speaking is not only a linguistic activity but also a psychological and social activity. Speaking requires students to process language, organize ideas, manage interaction, and perform in front of others. Bygate (1987) explains that speaking involves both knowledge and skill because speakers need to make rapid decisions during communication. Brown (2001) also states that speaking is an interactive process of constructing meaning through producing, receiving, and processing information. Therefore, students' speaking performance depends not only on their mastery of language forms but also on their confidence to use the language in real communication.

The finding that students' self-confidence was categorized as good suggests that the students had positive psychological readiness to participate in English speaking activities. This condition may support their willingness to speak in the classroom. Students with good self-confidence are usually more willing to take risks, answer questions, and practice speaking even when they make mistakes. This is in line with Bandura's (1997) concept of self-efficacy, which explains that learners' beliefs about their own capabilities influence their actions, effort, and persistence. In language learning, students who believe that they can speak English are more likely to participate actively and continue practicing.

The students' speaking ability was also categorized as good. This result indicates that students were able to demonstrate basic communicative competence through oral performance. However, their speaking ability still needs continuous development because

communicative competence involves several dimensions. Canale and Swain (1980) explain that communicative competence includes grammatical, sociolinguistic, and strategic competence, while Canale (1983) adds discourse competence. This means that students need to develop not only correct language forms but also the ability to use language appropriately, organize spoken discourse, and apply communication strategies when facing difficulties.

The significant correlation between self-confidence and speaking ability found in this study is consistent with previous research on affective factors in EFL learning. MacIntyre, Clément, Dörnyei, and Noels (1998) explain that willingness to communicate in a second language is influenced by perceived communicative competence and communication anxiety. Students who perceive themselves as competent tend to be more willing to communicate. The present finding supports this view because students with higher self-confidence showed better speaking ability. This implies that confidence can encourage students to engage more actively in speaking practice and classroom interaction.

This finding is also relevant to the theory of foreign language anxiety. Horwitz, Horwitz, and Cope (1986) argue that foreign language anxiety may become a serious barrier in language learning, particularly in speaking situations. Students who feel anxious may become silent, forget words, avoid eye contact, or refuse to participate in oral activities. In contrast, students with stronger confidence are more capable of managing fear and anxiety when speaking English. Therefore, self-

confidence may help students reduce psychological barriers and perform better in oral communication.

Furthermore, the result supports Dörnyei's (2005) view that individual differences such as motivation, confidence, and anxiety play an important role in second language learning achievement. Speaking performance is influenced by learners' emotional condition because students need courage to express ideas in front of others. When students feel confident, they are more likely to use English actively, respond to classroom tasks, and maintain communication. This indicates that self-confidence is not a minor factor but an essential component in developing communicative competence.

The finding is also in line with Clément, Dörnyei, and Noels (1994), who found that self-confidence is related to learners' motivation and group interaction in foreign language classrooms. In speaking activities, interaction with peers and teachers can strengthen or weaken students' confidence. A supportive classroom atmosphere helps students feel secure and willing to communicate. On the other hand, a threatening classroom environment may reduce students' confidence and increase fear of making mistakes. Therefore, English teachers should create a positive learning environment where students are encouraged to speak without excessive fear of correction or ridicule.

Previous empirical studies also support the present finding. Studies on EFL speaking performance have shown that students with higher self-confidence tend to perform better in speaking tasks because they are more willing to participate, take risks, and practice the

target language. Research on the relationship among speaking anxiety, self-confidence, and speaking achievement has also indicated that students with low confidence and high anxiety often face difficulties in developing speaking ability. These findings strengthen the interpretation that confidence is closely connected to students' speaking performance.

In the context of SMPN 9 Pinrang, the result indicates that students' communicative competence can be improved by strengthening their self-confidence. Although students' speaking ability was classified as good, they still need more opportunities to practice English in meaningful and supportive situations. Teachers can support students' confidence by using pair work, group discussion, role play, dialogue practice, storytelling, and guided speaking activities. These activities can reduce students' fear and provide more opportunities to use English orally. In addition, constructive feedback should be given in a supportive way so that students do not feel embarrassed when making mistakes.

The result also has pedagogical implications for English language teaching. Teachers should not focus only on grammar, vocabulary, and pronunciation but also pay attention to students' affective factors. Confidence-building strategies should be integrated into speaking instruction. For example, teachers can begin with simple speaking tasks, provide positive reinforcement, allow preparation time, encourage peer support, and gradually increase the complexity of speaking activities. Such strategies may help students build confidence and improve their communicative competence.

CONCLUSION

Based on the findings and discussion, this study concludes that students' self-confidence has a significant and substantial relationship with their communicative competence, particularly speaking ability. The result of the Pearson Product Moment correlation showed that the correlation coefficient was 0.700. This value was higher than the *r*-table value at both the 5% significance level (0.374) and the 1% significance level (0.478). Therefore, the null hypothesis was rejected, and the alternative hypothesis was accepted. This indicates that students with higher self-confidence tend to demonstrate better speaking ability.

The findings also revealed that the students' self-confidence was categorized as good, with a mean score of 3.57, while their speaking ability was also categorized as good, with a mean score of 3.31. These results suggest that self-confidence plays an important role in supporting students' willingness, courage, and readiness to communicate in English. Students who believe in their ability are more likely to participate actively in speaking activities, express ideas orally, respond to classroom interaction, and overcome fear of making mistakes.

This study emphasizes that communicative competence is not only determined by linguistic knowledge, such as grammar, vocabulary, and pronunciation, but also by affective factors, especially self-confidence. Therefore, English teachers need to create a supportive, interactive, and motivating classroom environment that helps students build confidence in speaking English. Speaking activities

such as pair work, group discussion, role play, dialogue practice, storytelling, and guided oral presentation can be used to provide students with more opportunities to practice English meaningfully. By strengthening students' self-confidence, teachers can help them improve their speaking ability and become more active, confident, and competent English communicators.

REFERENCES

- [1] Al-Ghifari, A. (2003). *Percaya diri sepanjang hari*. Mujahid.
- [2] Arikunto, S. (2006). *Prosedur penelitian: Suatu pendekatan praktik*. PT Asdi Mahasatya.
- [3] Bachman, L. F. (1990). *Fundamental considerations in language testing*. Oxford University Press.
- [4] Bachman, L. F., & Palmer, A. S. (1996). *Language testing in practice: Designing and developing useful language tests*. Oxford University Press.
- [5] Bandura, A. (1997). *Self-efficacy: The exercise of control*. W. H. Freeman.
- [6] Brown, H. D. (2001). *Teaching by principles: An interactive approach to language pedagogy* (2nd ed.). Longman.
- [7] Bygate, M. (1987). *Speaking*. Oxford University Press.
- [8] Canale, M. (1983). From communicative competence to communicative language pedagogy. In J. C. Richards & R. W. Schmidt (Eds.), *Language and communication* (pp. 2-27). Longman.
- [9] Canale, M., & Swain, M. (1980). Theoretical bases of communicative approaches to second language teaching and testing. *Applied Linguistics*, 1(1), 1-47.
- [10] Celce-Murcia, M., Dörnyei, Z., & Thurrell, S. (1995). Communicative competence: A pedagogically motivated model with content specifications. *Issues in Applied Linguistics*, 6(2), 5-35.
- [11] Clément, R., Dörnyei, Z., & Noels, K. A. (1994). Motivation, self-confidence, and group cohesion in the foreign language classroom. *Language Learning*, 44(3), 417-448.
- [12] Dörnyei, Z. (2005). *The psychology of the language learner: Individual differences in second language acquisition*. Lawrence Erlbaum Associates.
- [13] Dörnyei, Z., & Ryan, S. (2015). *The psychology of the language learner revisited*. Routledge.
- [14] Dörnyei, Z., & Ushioda, E. (2009). *Motivation, language identity and the L2 self*. Multilingual Matters.
- [15] Elihami, E., & Ismail, I. (2017). Increasing students' reading comprehension through cognitive strategies of senior high school of Sidenreng Rappang Regency. *Edumaspul: Jurnal Pendidikan*, 1(2), 61-70. <https://doi.org/10.33487/edumaspul.v1i2.41>
- [16] Gardner, R. C. (1985). *Social psychology and second language learning: The role of attitudes and motivation*. Edward Arnold.
- [17] Harmer, J. (1991). *The practice of English language teaching*. Longman.
- [18] Harmer, J. (2007). *The practice of English language teaching* (4th ed.). Pearson Longman.
- [19] Hasan, H., & Ismail, I. (2020). The effectiveness material based stories in improving students reading comprehension. *MAJESTY JOURNAL*,

- 2(1), 40–46.
<https://doi.org/10.33487/majesty.v2i1.332>
- [20] Hasin, E. M., & Ahmad, H. (2008). *Teaching speaking to the second year students*.
- [21] Horwitz, E. K., Horwitz, M. B., & Cope, J. (1986). Foreign language classroom anxiety. *The Modern Language Journal*, 70(2), 125–132.
- [22] Hymes, D. H. (1972). On communicative competence. In J. B. Pride & J. Holmes (Eds.), *Sociolinguistics: Selected readings* (pp. 269–293). Penguin.
- [23] Ismail, & Mustakim. (2018). *Fundamental English conversation*. CV Rasi Terbit.
- [24] Ismail, I. (2018). *Reading in professional context*. CV Rasi Terbit.
- [25] Ismail, I. (2019). The impact of interactive reading using local folktales stories in supporting students' vocabulary achievement in Indonesian EFL learners. *MAJESTY JOURNAL*, 1(2), 25–37.
<https://doi.org/10.33487/majesty.v1i2.119>
- [26] Ismail, I. (2019). The Impact of Interactive Reading Using Local Folktales Stories in Supporting Students' Vocabulary Achievement in Indonesian EFL Learners. *MAJESTY JOURNAL*, 1(2), 25–37.
<https://doi.org/10.33487/majesty.v1i2.119>
- [27] Ismail, I. (2020). *Converting a story from students' own language in English to increase speaking ability*. SSRN.
<https://doi.org/10.2139/ssrn.3615172>
- [28] Ismail, I., Mustakim, M., & Samad, I. (2021). Integrating Google Classroom in teaching: Changing the learning culture in higher education during a pandemic. *MAJESTY JOURNAL*, 3(1), 22–36.
<https://doi.org/10.33487/majesty.v3i1.954>
- [29] Ismail, I., Samad, I. S., Mulyadi, Rahmat, & Tini. (2021). Teaching in the pandemic COVID-19: Transition to online learning after spending years in class. In *Proceedings of the 2nd Annual Conference on Blended Learning, Educational Technology and Innovation (ACBLETI 2020)* (pp. 415–422). Atlantis Press.
- [30] Ismail, I., Tini, T., & Rahmat, R. (2022). Menjadi dosen online inovatif berbasis praktik esensial di era disrupsi pendidikan. *Edumaspul: Jurnal Pendidikan*, 6(1), 55–63.
<https://doi.org/10.33487/edumaspul.v6i1.3027>
- [31] Ismail, Ismail, [Converting a Story from Students' Own Language in English to Increase Speaking Ability] (May 31, 2020). Available at <http://dx.doi.org/10.2139/ssrn.3615172>
- [32] Ismail, Samad, I.S., Mulyadi, Rahmat, Tini. (2021, June). Teaching in the Pandemic COVID-19: Transition to Online Learning after Spending Years in Class. In *2nd Annual Conference on blended learning, educational technology and Innovation (ACBLETI 2020)* (pp. 415–422). Atlantis Press.
- [33] MacIntyre, P. D., Clément, R., Dörnyei, Z., & Noels, K. A. (1998). Conceptualizing willingness to communicate in a second language: A situational model of L2 confidence and affiliation. *The Modern Language Journal*, 82(4), 545–562.
- [34] Mursyidto, M. (2014). *Using audio-video media to improve speaking skill of grade X vocational students of SMK PI Ambarru KM 01 Sleman in the academic year of 2013/2014*. Universitas Negeri Yogyakarta.

- http://eprints.uny.ac.id/17185/1/Skr_ipsi%20Lia.pdf
- [35] Mustakim, M., Doloh, S., & Busa, Y. (2020). International Community Service Program Model for Teacher Prospective Students at STKIP Muhammadiyah Enrekang. MAJESTY JOURNAL, 2(1), 31-39.2-1(2020)20-30
- [36] Nation, I. S. P., & Newton, J. (2009). *Teaching ESL/EFL listening and speaking*. Routledge.
- [37] Nunan, D. (1991). *Language teaching methodology: A textbook for teachers*. Prentice Hall.
- [38] Oxford, R. L. (1990). *Language learning strategies: What every teacher should know*. Heinle & Heinle.
- [39] Richards, J. C. (2008). *Teaching listening and speaking: From theory to practice*. Cambridge University Press.
- [40] Tarigan, H. G. (1990). *Prinsip-prinsip dasar metode riset pengajaran dan pembelajaran bahasa*. Angkasa.
- [41] Umam, C. (2012). *Improving the students' speaking ability through role-playing technique*. <https://abudira.wordpress.com/2012/08/24/improving-the-students-speaking-ability-through-role-playing-technique>
- [42] Ur, P. (1996). *A course in language teaching: Practice and theory*. Cambridge University Press.
- [43] Usman, H., & Akbar, P. S. (2003). *Pengantar statistika*. Bumi Aksara.
- [44] Wilson, S. (1983). *Living English structure*. Longman.