



The Effect of Self-Confidence on Students' English Speaking Ability in Front Office Subjects at State Vocational School 32 Jakarta

Laela Destiawati¹, Vania Zulfa², Jaka Marsita³

Universitas Negeri Jakarta¹²³

Email: laeladestiawati@gmail.com

ABSTRACT

This study aims to determine the influence of self-confidence on students' English-speaking ability. The research method uses an associative quantitative approach and data collection in May 2024. The research was conducted by speaking English and distributing questionnaires using Google Forms. The research sample was selected using a saturated sample technique of 70 students consisting of classes XI Hospitality 1 and XI Hospitality 2. This study shows that students' self-confidence is in the medium category and students' English-speaking ability is in the good category. The results of the regression test in this study showed that there was an influence of self-confidence on students' English-speaking ability with a p-value of $0,002 < 0.05$. This study shows that the higher the student's self-confidence, the better their English-speaking ability and vice versa, if the student's self-confidence is low, the worse their English speaking ability will be.

Keywords: english speaking ability; self-confidence; students

INTRODUCTION

Education is an important component for the resilience and progress of countries around the world, including Indonesia. Education in Indonesia plays a central role in character formation, acceptance and development of the potential of the young generation. One of the levels of education that focuses on a practical approach to develop expertise in various fields is Vocational High School (SMK). According to Kurniati (2015) Vocational high schools is an educational unit that prioritizes certain skill competencies for its students to be ready to jump directly into the world of work. The available competencies focus more on practicing skills and attitudes, but teachers still provide knowledge mastery theories to support understanding of the material before practical activities are carried out (Mardiyah, 2017).

Front office is a term used to refer to the front office or the front part of a hotel. Front Office is one of the divisions that directly faces customers who come to the hotel and is in charge of receiving room reservations (reservations), operating as a telephone operator, providing information about hotel facilities, receiving requests and handling guest complaints (Hadi, 2014). When carrying out these tasks, the front office division is required to be proficient in foreign languages such as English.

Vocational high schools in DKI Jakarta with hospitality expertise programs have basic subjects, namely front office, housekeeping, food and beverage service and laundry. In these subjects, students will be trained to have skills that are in accordance with the competencies of each subject. Students will learn about sequences of service which of course will be used to provide excellent service to guests, especially in the context of the front office. The front office material taught at vocational high schools is not much different from that applied in the hospitality industry. This is stated in the Regulation of the Minister of Education, Culture, Research, and Technology Number



7 of 2022 concerning Content Standards in Early Childhood Education, Primary Education Levels, and Secondary Education Levels, which states that KI/KD for front office subjects at vocational high schools includes answering incoming calls, concierge services, receptionists, handling individual and group reservations, and handling the check-in and check-out of individual and group guests, which requires students to at least master English.

English is a language that has a fairly high level of difficulty to master compared to Indonesian (Azza et al. 2023). According to Tarigan (2018), the criteria include four language skills, namely listening, speaking, reading, and writing. Of the four abilities above, speaking ability has the number 2 difficulty level after listening, with 28% (Kadoeng & Nursiah, 2023). Speaking ability means being able to speak fluently and express ideas or thoughts well. To develop this ability, speakers must not only master the right vocabulary and phrases, but also have self-confidence in speaking. Speaking confidently is the initial stage of talking about an idea or exposure in depth, more unraveling, and without fear of expressing it. One of the obstacles to reaching this stage is the environment of non-English speaking students and the absence of foreigners around students who are happy to use English (Adelina, 2017).

Speaking skills, especially in speaking English, are very important for students to apply when participating in the front office learning process at school. The materials in the front office subjects require students to communicate more using English and are strongly emphasized to students to be able to master English speaking skills. In fact, there are still many students who have difficulty speaking English (Zulfitri & Nurlaili, 2019). This is because pronunciation in English is very difficult (Gilakjani, 2016). In addition, a factor that hinders the development of students' English speaking skills is a lack of confidence to speak in English (Kuncoro et al., 2021).

Based on interviews conducted by researchers to 10 grade XI students at State Vocational School 32 Jakarta, 8 out of 10 students considered that speaking English was one of the difficult things to do, it made students unconfident, afraid and embarrassed to try to speak using English, besides that students admitted that they were still struggling to speak English because of the complexity of the level of pronunciation that students do in the front learning process office on conversational practices. Students find it difficult to build self-confidence to speak English, especially during conversation practice because students are worried that if they mispronounce it, they will be laughed at by their friends. This is in line with the opinion of Fitri et al. (2018) that the factors that cause students' lack of self-confidence are environmental influences and are often ostracized by friends or others.

Andriani (2016) revealed that not all students have high self-confidence. Feelings of insecurity, embarrassment, and hesitation can be an obstacle for a student in the learning process at school and in their environment because with this sense of insecurity, students will often feel unsure of their abilities, so they become more closed and less get the information they need. Students who think that they do not have ability, feel that they are worthless is a self-image of students who are not confident. Self-confidence is one of the keys to students' success in speaking English. Self-confidence includes confidence in one's own abilities, positive self-assessment, and





the ability to complete tasks and choose effective methods. It also includes confidence in the choices made as well as the ability to overcome challenges in the surrounding environment. Students who have self-confidence will be more courageous to speak and communicate in various situations, both in the classroom and outside the classroom.

Pratiwi & Laksmiwati (2016) argue that when students have strong self-confidence, they are more able to take responsibility, be optimistic, and think positively which helps them carry out their tasks well. Fauzyah & Yanti (2016) suggest that a person's self-confidence is influenced by their abilities and skills. In line with research conducted by Adelina (2017) that self-confidence affects students' ability to speak English during classroom learning. From the research that has been conducted previously by other researchers, there is a lack of information related to the influence of self-confidence on English speaking ability, especially in hospitality vocational school students in the context of front office subjects, so this research is a significant follow-up step to complete and deepen the understanding of these problems. Therefore, the researcher is very interested in researching whether there is an effect of self-confidence on students' English speaking ability in front office subjects at State Vocational School 32 Jakarta.

METHODS

The research method used is quantitative associative. This associative quantitative approach aims to determine the relationship of influence or causal relationship between one or more variables and one or more other variables or vice versa (Kusumastuti et al. 2020). This study aims to find out whether there is an effect of self-confidence on students' English speaking ability in subjects front office at State Vocational School 32 Jakarta. The population and sample in this study are students of grade XI Hospitality 1 and XI Hospitality 2 at State Vocational School 32 Jakarta. The variable in this study is the influence of self-confidence (X) on English speaking ability (Y). The research data collection method is using an English speaking ability test which aims to knowing students' English speaking skills and also using online questionnaires to measure students' self-confidence.

The data analysis technique in this study uses descriptive analysis which aims to explain each variable in the form of a data statement that is converted into a frequency distribution. After that, an analysis of percentage, mean, standard deviation, maximum and minimum values and interpretation of the results of the analysis was carried out. Before being analyzed, the data is tested for normality and linearity as a prerequisite for analysis. Final data analysis or hypothesis test uses simple linear regression analysis to find out how much the self-confidence variable affects the English speaking ability variable and determination coefficient analysis to find out how much the self-confidence variable can explain the English speaking ability variable as well as the simultaneous test (F test) can explain whether the self-confidence variable together (simultaneously) affects the English speaking ability variable using the SPSS Version 22 program.



RESULTS AND DISCUSSION

Result

English Speaking Ability

The presentation of the results and the presentation of data from the series of research processes were obtained through an English speaking ability test for grade XI Hospitality students at State Vocational School 32 Jakarta. Data on the English speaking ability of grade XI Hospitality students at State Vocational School 32 Jakarta is presented in Table 1.

Table 1. Overall Results of Students' English Speaking Ability

Dimensions	Percentage	Category
Pronunciation	35,71 %	Good
Grammar	37,14 %	Enough
Vocabulary	44,28 %	Good
Fluency	32,85 %	Good
Comprehension	41,43 %	Good
Average grade	38,28 %	Good

Based on Table 1, it shows that the results of students' English speaking ability are assessed from 5 dimensions, namely pronunciation, grammar, vocabulary, fluency and comprehension. In the pronunciation dimension, a percentage of 35,71 % showed good results in English pronunciation. This is because students are able to convey a clear message, the right intonation, and are easy to understand by their group mates. In the grammar dimension, a percentage of 37,14 % showed sufficient results. This is because students are able to apply grammar rules quite well during conversations. They are able to use words, phrases, and sentence structures appropriately. In the vocabulary dimension, a percentage of 44,28 % showed good results. This is because students use a variety of words and phrases appropriately in conversation and are able to choose the right words to convey the dialogue clearly and precisely.

In the fluency dimension, a percentage of 32,85 % showed good results. This is because students are able to speak fluently even though there are still some pauses in the conversation but the dialogue is well maintained and the message conveyed can still be understood by group friends. In the comprehension dimension, the percentage obtained was 41,43 %, showing good results. This is because students have the ability to understand the message conveyed by the speaker and are able to capture the essence of what is conveyed during the conversation.

Self-confidence

Student self-confidence data was obtained through a questionnaire distributed online to grade XI Hospitality students at State Vocational School 32 Jakarta. The self-confidence data of grade XI Hospitality students at State Vocational School 32 Jakarta is presented in Table 2.



**Table 2.** Overall Results of Student Self-confidence

Dimension	Percentage	Category
Self-confidence in Self-ability	62,19%	Medium
Optimistic	64,29%	Medium
Objective	62,05%	Medium
Responsible	68,93%	Medium
Rational and Realistic	58,57%	Medium
Average grade	63,20%	Medium

Based on Table 2, it shows that students' self-confidence is obtained from 5 dimensions, namely self-confidence in their abilities, optimistic, objective, responsible, rational and realistic. In the dimension of self-confidence in self-ability, 62,19% was included in the medium category. This is because students show a sufficient level of self-confidence in learning. They are able to complete tasks well and show a willingness to learn and develop.

In the optimistic dimension, a percentage of 64,29% was included in the medium category. This is because students are able to face challenges with self-confidence and perseverance in completing the tasks given by the teacher. In the objective dimension, a percentage of 62,05% was included in the medium category. This is because students show a fairly good level of objectivity in discussing and solving problems.

In the responsible dimension, a percentage of 68.93% is included in the medium category. This is because students show a sufficient level of responsibility in completing their schoolwork. In the rational and realistic dimension, a percentage of 58,57% is included in the medium category. This is because students show participation in learning, but they are still unable or have difficulty acknowledging the mistakes made during learning.

Normality Test

In this study, the normality test was carried out using the Kolmogorov-Smirnov method with a sig. 0,05. The results of the normality test calculation can be seen in Table 3.

Table 3. Results of the Normality Test of One Sample Kolmogorov-Smirnov

One-Sample Kolmogorov-Smirnov Test		
		Unstandardized Residual
N		70
Normal Parameters ^{a,b}	Mean	.0000000
	Std. Deviation	15.92929518
Most Extreme Differences	Absolute	.066
	Positive	.050
	Negative	-.066
Test Statistic		.066
Asymp. Sig. (2-tailed)		.200c,d
a. Test distribution is Normal.		
b. Calculated from data.		

Based on the results of the normality test using one sample Kolmogorov-Smirnov in Table 3, a value of 0,200 was obtained. This shows $0,200 > 0,05$ so that it can be concluded that the variable data of self-confidence and English speaking ability are normally distributed.



Linearity Test

The testing process was carried out using the SPSS version 22 program using the Test for Linearity at a significance level of 0,05. The relationship between the two variables is considered linear if the significance value $> 0,05$. The results of the linearity test can be seen in Table 4.

Tabel 4. Linearity Test Results Deviation from Linearity

ANOVA Table			Sum of Squares	df	Mean Square	F	Sig.
English Speaking Ability* Self-confidence	Between Groups	(Combined)	14944.610	49	304.992	1.144	.383
		Linearity	2769.714	1	2769.714	10.386	.004
		Deviation from Linearity	12174.895	48	253.644	.951	.573
	Within Groups		5333.333	20	266.667		
	Total		20277.943	69			

Based on Table 4, it can be seen that the results of the linearity test using Deviation from Linearity for self-confidence and English speaking ability obtained a significance value of 0,573. Because of $0,573 > 0,05$, the self-confidence variable and the English speaking ability variable have a linear relationship.

Simple Linear Regression Test

In this research, a simple linear regression equation is used, namely $\hat{Y} = a + bX$. The following are the results of a simple linear regression test which are presented in Table 5.

Table 5. Simple Linear Regression Test Results

Coefficients ^a					
Model		Unstandardized Coefficients		Standardized Coefficients	
		B	Std. Error	Beta	
1	(Constant)	55.911	5.560		10.056
	Self-confidence	.174	.053	.370	3.280

a. Dependent Variable: Ability to speak English

The regression results based on simple linear regression analysis data on the variables of self-confidence and English speaking ability obtained a p value of $0,002 < 0,05$ which means that the regression of English speaking ability on self-confidence is significant or self-confidence affects English speaking ability. The regression coefficient obtained in this study is ($b = 0,174$) and constant ($a = 55,911$). Thus, the form of influence between the variables of self-confidence and English speaking ability has a regression equation $\hat{Y} = 55,911 + 0,174X$. This means that the value of the positive constant of 55,911 shows the positive influence of the self-confidence variable. The regression coefficient X obtained a value of 0,174 which states that if confidence increases by one point, English speaking ability will increase by 0,174.

Coefficient of Determination Test

The determination coefficient test can be seen through R square. The results of the determination coefficient test are presented in Table 6.



**Table 6.** Determination Coefficient Test Results

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.370 ^a	.137	.124	16.046
a. Predictors: (Constant), Self-confidence				

Based on the results of the determination coefficient test above, it is known that the determination coefficient value of 0,137 means that self-confidence has an influence on students' English speaking ability by 13,7%, while the remaining 86,3% is influenced by other factors that are not included in this study.

Simultaneous Test (test F)

The F test is used to find out whether independent variables together (simultaneously) affect the dependent variables. The results of the simultaneous test can be seen in Table 7.

Table 7. Simultaneous Test Results (Test F)

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	2769.714	1	2769.714	10.757	.002 ^b
	Residual	17508.229	68	257.474		
	Total	20277.943	69			
a. Dependent Variable: Kemampuan Berbicara Bahasa Inggris						
b. Predictors: (Constant), Kepercayaan Diri						

Based on the results of the F test in Table 7 above, a sig value of 0,002 was obtained. Because it is $0,002 < 0,05$, there is simultaneously an influence between the self-confidence variable on the English speaking ability variable.

Discussion

English Speaking Ability

The results of the study said that most of the students of grade XI Hospitality at State Vocational School 32 Jakarta have good English speaking skills, characterized by good pronunciation, sufficient grammar, good vocabulary, good fluency and good understanding during conversation practice. This will make it easier and smoother for the process of practicing conversation, which makes students have a good dialogue with their group friends. In line with the opinion of Anjelina & Tarmini (2022) that a person who has good language skills will have an easier time communicating with others, because he is able to convey his ideas and opinions clearly, understand and respond to conversations appropriately, and build effective interpersonal relationships.

Speaking using English is an obligation for grade XI Hospitality students at State Vocational School 32 Jakarta in carrying out front office learning. This obligation is emphasized especially during conversation practice, where students are expected to actively communicate in English. This aims to improve their English proficiency, prepare them for real-world work situations in the hospitality industry, and ensure they are able to interact with international guests in a professional and confident manner.

a. Pronunciation Dimension



The results of the English speaking ability test in the pronunciation dimension were in the good category with a percentage of 35,71%. In terms of pronunciation, another factor that is important to pay attention to is the speech organs. As is known, the speech organ is the medium to produce every sound. English pronunciation requires students to use and maximize their speech organs in more detail. By doing so, students will be able to improve their pronunciation and English (Tegris, 2020). When students try to apply pronunciation like native speakers, it is usually a source of their despair because they have difficulty in pronunciation. Actually, pronunciation is one of the most significant aspects of English to learn at learning front office especially during practice conversation.

Listening and pronunciation are interrelated and inseparable skills. This is an important role in terms of improving pronunciation in students. The important role of teachers in this dimension is to provide a variety of different learning activities to students. According to Tegris (2020), there are many activities that are able to train and improve students' pronunciation in English. Because English pronunciation is very different from Indonesian pronunciation and grammar, therefore students have an obligation to practice and learn to pronounce well pronunciation in English as a whole (Febriani & Sya, 2022). The sounds in English pronunciation vary greatly and have more sounds than Indonesian pronunciation. In addition, the complexity of English pronunciation is very interesting, so students must learn all the pronunciation sounds in English.

b. Grammar Dimension

The results of the English speaking ability test in the grammar dimension were included in the sufficient category with a percentage of 37,14%. This shows that Hospitality grade XI students at State Vocational School 32 Jakarta in grammar when practicing conversation It's quite enough. Language ability is the ability to use language, it can be seen in four aspects of skills, namely listening, speaking, reading and writing (Febriani & Sya, 2022). Quoted from the results of the data description regarding the grammatical dimension, it was stated that some students of class XI Hospitality at State Vocational School 32 Jakarta often made mistakes in arranging their language which had an impact on changing meaning and meaning. Several times students make grammatical mistakes that have a significant impact on the meaning they want to convey such as the use of incorrect pronouns, unclear sentence structure, and improper word placement.

To improve learning, especially in front office subjects, proficiency in grammar arrangement also needs to be improved. It is hoped that students will be able to support improvement in terms of understanding a reading. Referring to Santosa (2017) stated that grammar is one of the most important parts that must be mastered by students when learning a language for the first time, especially English, both orally and in writing. This emphasizes to students that to be able to learn to master English, students must pay more attention to grammar, because it is the most important part of dialogue in English which functions to regulate the use of tense forms that must be considered when compiling dialogues for conversation, so that the sentences to be





conveyed contain the correct meaning or meaning so that they can be understood by group friends.

c. Vocabulary Dimension

The results of the English speaking ability test in the vocabulary dimension were in the good category with a percentage of 44,29%. This shows that Hospitality grade XI students at State Vocational School 32 Jakarta have a fairly good vocabulary. Vocabulary plays a very profound and important role in effective English speaking ability, having a far-reaching impact in various aspects of communication. When a person has a broad and varied vocabulary, they are able to express their thoughts, ideas, and feelings more precisely and variously. This includes not only the right choice of words for a particular situation, but also the ability to choose words that carry the desired meaning and emotion, according to different communication contexts (Wahyuningsih et al. 2021).

In addition, a rich vocabulary also provides a great advantage in one's listening ability. When students have a lot of vocabulary, they are better able to capture exactly what their group friends are talking about, interpreting the essence of the message conveyed during the conversation. The ability to listen well is not only about understanding words literally, but also about understanding the broader context of communication and the interpretation of implied meanings (Azzahra et al. 2023).

d. Fluency Dimension

The results of the English speaking ability test in the fluency dimension entered the good category with a percentage of 32,86%. This shows that Hospitality grade XI students at State Vocational School 32 Jakarta have fluent speech English when carrying out conversation. Fluency in speaking English is very important to create effective communication when conversation. This includes not only the ability to say words precisely and without hindrance, but also the ability to convey ideas clearly, maintain the flow of the conversation, and respond responsively to the interlocutor (Suhaimi, 2021). This ability gives an edge in various aspects of life, such as in an academic context.

A person who speaks fluently can increase confidence and self-satisfaction. Students who are able to communicate their ideas without fear of failure or an inability to adequately express themselves tend to feel calmer and more confident in a variety of everyday life situations. Thus, fluency in speaking English is not only about proficiency in the use of the language, but also about how it affects success and satisfaction in interpersonal interactions. Developing these skills can improve communication skills and open up new opportunities for students in front office learning to get satisfactory grades during conversation practice.

e. Comprehension Dimension

The results of the English speaking ability test in the comprehension dimension were in the good category with a percentage of 41.43%. This shows that students have a good understanding of speaking English. A deep understanding of English is very important in developing effective and meaningful speaking skills. When a person has a strong understanding of the structure of language, vocabulary, as well as proper usage in various contexts, they are able to articulate their ideas clearly



(Sulistiyaningsih et al. 2023). An understanding of the context of communication allows students to adjust their speaking style during practice conversation. This includes the ability to use language that suits their group mates, thus ensuring that the message conveyed is well received and effective.

Understanding English thoroughly also gives students an advantage in developing their speaking skills when practicing conversation. That way students can more easily master complex grammar, expand their vocabulary, and learn to use language adapted to a variety of different situations in front office learning. This provides an advantage for students in presentation assignments or conversation practice where effective speaking skills are highly valued by friends or front office teachers.

Self-confidence

The self-confidence data of grade XI Hospitality students at State Vocational School 32 Jakarta was obtained through the distribution of a questionnaire that showed a result of 62.95%, the results showed that student self-confidence was in the medium category. This self-confidence includes the nature of belief in self-ability, optimism, objective, responsible, rational and realistic. Most of the students in grade XI Hospitality at State Vocational School 32 Jakarta have an adequate level of self-confidence. They have an initial understanding and self-confidence in their abilities. However, sometimes students tend to procrastinate on work and rely on their friends when faced with difficulties in completing assignments, without considering their responsibilities as students. This is due to their lack of understanding of the goals or expectations they want to achieve.

a. Self-confidence in Self-Ability Dimension

The results of the research from the dimension of self-confidence in students' self-ability are in the medium category with a percentage of 62,19%, which shows that self-confidence in students' self-ability is said to be moderate because students have a sufficient level of self-confidence in learning. They are able to complete tasks well and show a willingness to learn and develop. Students who have self-confidence in their own abilities will be confident that they are able to make changes in the events around them. Meanwhile, students with low self-confidence consider themselves basically incapable of doing everything around them. The same thing was also expressed by Arianti (2018) which shows evidence that feelings of self-confidence play an important role in motivating a person to complete their responsibilities in order to achieve certain achievements. Each student has different beliefs about their abilities, as well as in speaking English. There are students who have the ability to speak using English fluently and some who are not sure of their ability. When students are confident in their ability to speak using English, they will make efforts or behave that can make them achieve what they are aiming for.

b. Optimistic Dimension

The results of the study in the optimistic dimension are in the medium category with a percentage of 62,67%, which shows that students have enough self-confidence in facing the challenges and difficulties they encounter. According to Triwahyuningsih (2021) Optimistic individuals have a positive view and way of





explaining expectations and events/occurrences that they experience. The results of the detailed overview show that not all students are in the optimistic category. There are still students who are in the pessimistic category which means they have a negative view of the events/occurrences they experience and give up on their expectations. According to Utama et al. (2023), optimism is needed for students to reduce depression. Students who have a positive mindset (optimism), high self-esteem, have confidence that they are able to control the stressful events/events they experience, have problem-solving skills and get great social support, then stressful events/events will not cause depression.

c. Objective Dimension

The results of the research in the objective dimension are in the medium category with a percentage of 62,50%, which shows that students are quite objective in acting. An objective attitude should be explained by the teacher to all students. Students are taught to be fair in all things when in the school environment. Students are taught to think maturely to know what is right and wrong. Students are also taught to compete in a healthy manner and know the shortcomings of other friends' strengths. Teachers do not discriminate between one student and another, and are treated equally. The habit of living the 5th Pancasila precept every morning must be done often by teachers so that students can absorb the meaning and students can carry it out. An objective attitude makes students live a life of nationality and society as stated in the 5th precept in Pancasila. Justice can unite all Culture in the school environment without distinguishing others (Yati & Santoso, 2022).

d. Responsible Dimension

The results of the research in the responsibility dimension are in the medium category with a percentage of 68,92%, which shows that students have a sufficient sense of responsibility. The results of the research findings show that the learning responsibility owned by students is not bad but there are still some low. Responsibility is a self-conscious attitude in carrying out obligations, mandates or trusts that have been given to a person, bearing the cause or effect of the things that are responsible, because in responsibility a person not only carries out duties but also bears the consequences of duties that are not carried out this responsibility is also not only for oneself, responsibility can also apply to the family, groups, communities and responsibilities to the state. According to Hidayati (2023), responsibility is a person's attitude and behavior to carry out their duties and obligations as they should be done, towards themselves, society and the environment (natural, social, and cultural), the state and God.

This is seen from the lowest percentage of indicator 3 which reads "having initiative" which means that there are still some students who have not had high initiative in being responsible for themselves. According to Endriani et al. (2022) that students who have the responsibility to learn are students who can carry out the teacher's orders well. Responsibility in learning is very important, because it can help students' future. Therefore, students must be instilled with the responsibility of learning from now on.

e. Rational and Realistic Dimension



The results of the research in the rational and realistic dimensions are in the medium category with a percentage of 61,07%, which shows that students have quite good abilities in rational and realistic thinking when facing various situations. Rationality and realism play a central role in efforts to improve students' speaking skills. When students adopt a rational attitude, they understand that speaking skills cannot be developed instantly, but rather require time, directed practice, and perseverance in facing challenges. With rationality and realism also comes a better understanding of the complexities of learning to speak English and will be better able to manage their own expectations, avoid unnecessary frustration when facing difficulties, and stay motivated in the long run (Abdullah, 2017).

Responsibility is a self-conscious attitude in carrying out obligations, mandates or trusts that have been given to a person, bearing the cause or effect of the things that are responsible, because in responsibility a person not only carries out duties but also bears the consequences of duties that are not carried out this responsibility is also not only for oneself, responsibility can also apply to the family, groups, communities and responsibilities to the state. According to Hidayati (2023), responsibility is a person's attitude and behavior to carry out their duties and obligations as they should be done, towards themselves, society and the environment (natural, social, and cultural), the state and God.

CONCLUSION

Based on the results of the regression test, a p-value of $0,002 < 0,05$ was obtained. This shows that the self-confidence variable has an effect on the English speaking ability variable. This study shows that the higher the student's self-confidence, the better their English speaking ability and vice versa, if the student's self-confidence is low, the worse their English speaking ability will be.

Acknowledgments

By expressing gratitude for the presence of Allah SWT, God Almighty, because of His love and grace, the author was able to complete the thesis entitled "The Influence of Self-confidence on Students' English Speaking Ability in Front Office Subjects at State Vocational School 32 Jakarta". The preparation of this thesis could not have been successful without the support of various parties. Therefore, the author would like to express his gratitude to Mrs. Vania Zulfa, M.Pd. as the supervisor I and Mr. Jaka Marsita, S.Hum., M.Par. as the thesis II supervisor who has provided advice and guidance to the author during the process of completing this thesis. The author's parents always provide support in the form of moral, material and spiritual support for the completion of this thesis. All friends of the 2020 Family Welfare Education Study Program who have fought together since the orientation period until now.

REFERENCES

- Abdullah, R. (2017). Learning in the Perspective of Teacher Creativity in the Use of Learning Media. Lantanida Journal, 4(1), 35.
<https://doi.org/10.22373/lj.v4i1.1866>





- Adelina, M. (2017). Pengaruh Kepercayaan Diri dan Penguasaan Kosakata terhadap Keterampilan Berbicara Bahasa Inggris Siswa. *SAP (Susunan Artikel Pendidikan)*, 1(3), 344–353.
- Andriani, R. (2016). Studi Kasus tentang Faktor Penyebab Ketidakpercayaan Diri Siswa Kelas VIII di SMP Negeri 3 Tarakan Tahun Pelajaran 2015/2016.
- Anjelina, N., & Tarmini, W. (2022). Keterampilan Berbicara Siswa Sekolah Dasar pada Pembelajaran Bahasa Indonesia. *Jurnal Basicedu*, 6(4), 7327–7333. <https://doi.org/10.31004/basicedu.v6i4.3495>
- Arianti. (2018). The Role of Teachers in Increasing Student Learning Motivation. *Didaktika: Journal of Education*, 12(2), 117–'34. <https://doi.org/10.58344/jmi.v2i6.284>
- Azza, S. Y., Alrajafi, G., & Sanjaya, F. H. (2023). Strategi Jitu Kuasai Grammar Melalui Inovasi Aplikasi Kekinian English Grammar Ultimate Di Era Merdeka Belajar. 526–533.
- Azzahra, A., Faarisah, S., & Nurjanah, N. (2023). Metaphor Analysis in the Lyrics of the Song Satu Tuju and Kau Rumahku by Raissa Anggiani. *J-LELC: Journal of Language Education, Linguistics, and Culture*, 3(2), 158–167. <https://doi.org/10.25299/j-lelc.2023.13374>
- Endriani, A., Iman, N., & Sarilah. (2022). The Importance of Discipline and Learning Responsibility for Students. *Journal of Community Service of Cahaya Mandalika*, 3(1), 57–61.
- Fauzyah & Yanti. (2016). Pengaruh Tingkat Kepercayaan Diri (Self Confidence) Terhadap Kemampuan Membaca Puisi. *Jurnal Lingua*, Volume XII(2), 135.
- Febriani, R., & Sya, M. F. (2022). Difficulties of elementary school students in English pronunciation. *Karimah Tawheed*, 1(4), 461–467.
- Fitri, E., Zola, N., & Ildil, I. (2018). Profil kepercayaan Diri Remaja Serta Faktor-Faktor yang Mempengaruhi. *JPPI (Jurnal Penelitian Pendidikan Indonesia)*, 4(1), 1–5.
- Gilakjani, A. P. (2016). English Pronunciation Instruction: A Literature Review- *International Journal of Research in English Education*. *Ijree*, 1(1), 1–6.
- Hadi, W. (2014). Peranan Front Desk Agent Dalam Membentuk Citra Positif di Dunia Perhotelan. *Jurnal Khasanah Ilmu*, 5(2).
- Hidayati. (2023). Budaya Sikap Tanggung Jawab Siswa di Madrasah Aliyah Negeri Insan Cendekia (MAN IC) Lombok Timur. *Schemata: Jurnal Pascasarjana UIN Mataram*, 12(1), 15–34.
- Kadoeng & Nursiah. (2023). Analysis of Students' Difficulties in Speaking English at MAN 1 Makassar City. *Journal of Education Administration Leadership and Organization*, 5(1), 9.
- Kuncoro, A., Erlangga, F., & Ramliyana, R. (2021). Students' self-confidence and its influence on English speaking skills. *Proceedings of the National Seminar of Ma Chung University*, 1, 131–140. <https://doi.org/10.33479/snumc.v1i.230>
- Kurniati. (2015). The Influence of Industrial Work Practices, Academic Achievement, and Work Motivation on the Job Readiness of Students of the Accounting Department Class XII SMK Negeri 1 Brebes Academic Year 2013/2014. *Economic Education Analysis Journal*, 4(2), 404–413.



- Kusumastuti, A., Khoiron, A., & Achmadi, T. (2020). Quantitative Research Methods. Deepublish Publisher.
- Mardiyah, N. K. (2017). Mastery of Laundry Knowledge in Hospitality Accommodation Students at SMKN 9 Bandung. *FamilyEdu: Journal of Family Welfare Education*, 2(1), 21-28.
- Pratiwi & Laksmiwati. (2016). Kepercayaan Diri dan Kemandirian Belajar Pada Siswa SMA Negeri "X." *Jurnal Psikologi Teori & Terapan*, 7(43-49).
- Santosa, P. P. P. (2017). Hubungan antara Penguasaan Tata Bahasa dengan Keterampilan Menulis Narasi Bahasa Inggris Siswa Kelas XI SMK Negeri 2 Depok. *Deiksis*, 9(2), 182. <https://doi.org/10.30998/deiksis.v9i02.1172>
- Suhaimi, I. (2021). Analysis of English Speaking Skills of Al-Ikhlas Kediri Junior High School Students. *Journal of Coulutus*, 4(1), 1-7.
- Sulistiyarningsih, R., Ardianingsih, A., & Mardayanti, M. (2023). English Comprehension Analysis: Introduction to Learning. *Journal of Multidisciplinary Scientific Works (JURKIM)*, 3(3), 164-181. <https://doi.org/10.31849/jurkim.v3i3.14672>
- Tarigan, H. (2018). Speaking as a language skill. CV Angkasa.
- Tegris, E. (2020). Analysis of the Causes of English Pronunciation Problems in the Framework of Independent Learning Based on the Concept of Ki Hadjar Dewantara's Teachings. Proceedings of the National Seminar "Implementation of Independent Learning Based on the Teachings of Tamansiswa" Postgraduate University of Sarjanawiyata Taman Siswa National Seminar, 62-68. <https://jurnal.ustjogja.ac.id/index.php/semnas2020/article/view/7302>
- Triwahyuningsih, Y. (2021). Testing the concept and aspects of gratitude in working mothers who have preschool-age children. *Insight: Scientific Journal of Psychology*, 23(2), 63-72. <https://doi.org/10.26486/psikologi.v23i2.1584>
- Wahyuningsih, E. T., Santa, S., & Suchyadi, Y. (2021). The Effect of Vocabulary Mastery on Descriptive Essay Writing Skills. *Journal of Elementary School Teacher Education and Teaching (JPPGuseda)*, 4(3), 238-244. <https://doi.org/10.55215/jppguseda.v4i3.4760>
- Yati, F., & Santoso, G. (2022). civilization and culture; Universal Values in Multicultural Education *Journal of Transformative Education (Jupetra)*. *Journal of Transformative Education*, 01(03), 173-182.
- Zulfitri, & Nurlaili. (2019). An Analysis of Factors Affecting English Speaking Difficulties in English Language Education Students of UMN Al-Washliyah Medan, Academic Year 2019-2020 (Analysis of Psycholinguistics Studies). *Procedural Seminar on Research Results 2019*, 580-589.

