

The Power of Self-Confidence: Enhancing English Language Acquisition of SNSEP-OIC Students

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Abstract— This research study aimed to investigate the disparity in self-confidence levels among students in English language acquisition across Grade 7 to Grade 12 at SNSEP-OIC. Utilizing a descriptive-correlational research design, data were collected from 91 respondents, representing 82.73% of the total population, through simple random sampling. The data were analyzed using frequency and percentage distribution, mean computation, and Two-Sample T-Test or Welch's T-Test. The findings indicated that students generally exhibit a 'Quite Confident' level of self-confidence in English language acquisition. While self-confidence levels are similar across sex and age demographics, variations were observed concerning grade levels. Furthermore, students demonstrated proficiency in English language skills, with academic performance levels showing similarity across sex and age but divergence based on grade levels. The study underscored the importance of addressing and bolstering self-confidence in English language acquisition among students, particularly across different grade levels, to enhance academic performance effectively.

Keywords— Self-Confidence, English Language Acquisition, Academic Performance, Demographic Factors, Student Proficiency.

I. INTRODUCTION

Self-confidence is a crucial factor in English language acquisition. This research examines its impact on SNSEP-OIC (Saint Nicholas School English Programme – Oxford International Curriculum) students, integrating insights from various studies to understand this dynamic relationship.

Songsiri (2007) underscores the importance of fostering students' confidence in speaking English, providing a foundational perspective on self-confidence in language learning. Akbari and Sahibzada (2020) further explore how self-confidence influences the overall learning process, highlighting its significance in English language acquisition.

The role of innovative teaching models in boosting self-confidence is also considered. Abdullah et al. (2021) investigate the flipped classroom model's impact on EFL learners' confidence in English speaking, offering valuable insights into pedagogical strategies that enhance both confidence and language skills.

Aoyama and Takahashi (2020) offer a cross-cultural perspective, examining the link between self-confidence, acculturation, and willingness to communicate in English. Their research underscores the importance of understanding these dynamics to tailor language acquisition strategies to SNSEP-OIC students' unique needs.

Moratinos-Johnston et al. (2018) explore the effects of English-medium instruction on students' perceived competence and confidence in English as a Lingua Franca (ELF). Their findings provide relevant insights for SNSEP-OIC students in similar academic environments.

Additionally, Gürbüz et al. (2023) and Sumarsono and Amin (2019) examine the influence of cultural styles and contextual teaching methods on self-confidence. These studies highlight the cultural dimensions and teaching methodologies that can significantly impact the self-confidence of SNSEP-OIC students.

In this study, the researchers aim to address primary research questions related to students' level of self-confidence in English language acquisition:

1. What is the demographic profile of the respondents in terms of sex, age, and grade level?
2. What is the students' level of self-confidence in English language acquisition in terms of listening, reading, speaking, and writing?
3. Is there a difference in students' level of self-confidence in English language acquisition in terms of sex, age, and grade level?
4. What is the students' level of academic performance in English language acquisition?
5. Is there a difference in students' academic performance in the English language acquisition in terms of sex, age, and grade level?

By synthesizing findings from diverse studies, this study seeks to provide a comprehensive understanding of the factors influencing self-confidence and its implications for developing effective language learning strategies tailored to the unique needs of SNSEP-OIC students.

II. METHODOLOGY

A. Research Design and Population

The researchers utilized a descriptive-correlational research method in this quantitative study in gathering the necessary information for the stated research questions. The use of descriptive methods allowed the researchers to gather and analyze the data to assess self-confidence levels in English language acquisition among Grade 7 to 12 students at Saint Nicholas School English Programme – Oxford International Curriculum (OIC) in Phitsanulok, Thailand. Using simple

random sampling, 91 respondents, constituting 82.73% of the total student population from Grades 7 to 12, were selected.

B. Research Instruments and Data Gathering Tools

The researchers used Google Forms for the translated English-Thai survey questionnaires, which were self-administered by the respondents. The data collection tool was a modified 12-question survey adapted from Al-Hebaish (2012). Google Forms was selected for its capability to create Likert scale questions and the convenience of analyzing results, as charts are automatically generated after responses are collected.

The researchers utilized collection of data through 4-Point Likert rating scale due to its capacity to measure the intensity of students' perceptions which yields numerical data that was analyzed.

TABLE I. 4-Point Likert Rating Scale.

Weight/Scale	Mean Range	Verbal Interpretation
1	1.00 – 1.74	Very Confident
2	1.75 – 2.49	Quite Confident
3	2.50 – 3.24	Somewhat Confident
4	3.25 – 4.00	Not Confident

C. Statistics

The data gathered were classified, tallied, and tabulated using several statistical tools to ensure comprehensive analysis. Frequency and percentage distribution were employed to interpret the respondents' profiles, providing a clear demographic breakdown. The 4-point Likert scale (1 - Very Confident, 2 - Quite Confident, 3 - Somewhat Confident, 4 - Not Confident) was utilized to rate respondents' self-confidence levels in English language acquisition. Calculating the mean helped determine the average self-confidence levels among respondents. To compare differences in self-confidence and English language acquisition scores based on demographic factors such as sex, age, and grade level, the Two-Sample T-Test or Welch's T-Test was applied. This multifaceted approach allowed for a nuanced understanding of how demographic variables influence self-confidence and language acquisition, offering valuable insights for developing targeted educational strategies and policies.

III. RESULTS

A. Demographic Profile of the Respondents

TABLE 2. Demographic Profile of the Respondents.

Sex	Male	53.85%
	Female	46.15%
Age	Under 12	7.69%
	13-14	40.66%
	15-16	27.47%
	17-18	24.18%
Grade Level	Grade 7	20.88%
	Grade 8	18.68%
	Grade 9	25.27%
	Grade 10	8.79%
	Grade 11	12.09%
	Grade 12	14.29%

Table 2 summarizes the demographic profile of 91 respondents by sex, age, and grade level, showing a

distribution of males (53.85%) and females (46.15%). Age groups include 7.69% under 12, 40.66% aged 13-14, 27.47% aged 15-16, and 24.18% aged 17-18, with the largest group aged 13-14. Grade levels include 20.88% in Grade 7, 18.68% in Grade 8, 25.27% in Grade 9, 8.79% in Grade 10, 12.09% in Grade 11, and 14.29% in Grade 12, with Grade 9 being the most represented.

B. Students' Level of Self-Confidence in English Language Acquisition

TABLE 2. Students' Level of Self-Confidence in English Language Acquisition in Terms of Listening, Reading, Speaking, and Writing.

English Language Skill	Mean Range	Verbal Interpretation
Listening	2.68	Quite Confident
Reading	2.76	Quite Confident
Speaking	2.50	Quite Confident
Writing	2.55	Quite Confident

Table 2 summarizes students' self-confidence levels in English language acquisition across listening, reading, speaking, and writing skills, showing mean scores of 2.68, 2.76, 2.50, and 2.55 respectively. These scores indicate a consistent and solid level of confidence among students in all language acquisition domains, highlighting their proficiency and comfort in English and providing insights into their perceived language learning abilities.

C. Differences in Students' Level of Self-Confidence in English Language Acquisition in Terms of Demographic Profile

TABLE 3. Students' Level of Self-Confidence in English Language Acquisition in Terms of Sex, Age, and Grade Level.

	p-value	Remarks	Decision
Sex	0.05179	Not Significant	Accept the null hypothesis
Age	0.07760	Not Significant	Accept the null hypothesis
Grade Level	0.99870	Significant	Reject the null hypothesis

Table 3 shows the analysis of students' self-confidence in English language acquisition across demographic factors: sex, age, and grade level. It indicates that while sex and age show no statistically significant influence on self-confidence (p-values of 0.05179 and 0.0776, respectively), grade level exhibits a significant difference (p-value = 0.9987). This suggests that grade level significantly impacts students' self-confidence levels in language acquisition, underscoring the need for tailored educational approaches based on grade-specific needs.

D. Students' Level of Academic Performance in the English Language Acquisition

TABLE 4. Students' Level of Academic Performance in the English Language Acquisition.

	Final Ratings	Grades
Grade 7	84.05	4
Grade 8	85.47	4
Grade 9	83.43	4
Grade 10	84.63	4
Grade 11	87.27	4
Grade 12	84.31	4
Overall Mean	84.86	4

Table 4 presents the findings regarding students' level of

academic performance in the English language acquisition. The results indicate that students across Grades 7 to 12 consistently achieved a level 4 in their academic performance for English language acquisition. This suggests that students exhibit proficiency and competence in English language skills.

E. Differences in Students' Level of Academic Performance in the English Language Acquisition in Terms of Demographic Profile

TABLE 5. Students' Level of Academic Performance in the English Language Acquisition in Terms of Sex, Age, and Grade Level.

	p-value	Remarks	Decision
Sex	0.053560	Not Significant	Accept the null hypothesis
Age	0.097760	Not Significant	Accept the null hypothesis
Grade Level	0.004295	Significant	Reject the null hypothesis

The data presented in Table 5 shows the results of a statistical analysis investigating the relationship between students' English language acquisition proficiency and their sex, age, and grade level. The p-value for sex, 0.05356, suggests a minor level of significance, indicating that gender does not significantly influence academic performance in English language acquisition, supported by a standard deviation of 3.500. Therefore, the null hypothesis, which indicates no gender-based difference in performance, is accepted based on the provided data.

IV. DISCUSSIONS

In Table 2, it indicates the students' self-confidence in English language acquisition across listening, reading, speaking, and writing skills, revealing mean scores ranging from 2.50 to 2.76, indicating a consistent level of confidence. These findings align with literature emphasizing the critical role of self-confidence in academic achievement and language acquisition. Studies by Al-Hebaish (2012), Akbari and Sahibzada (2020), and Aoyama and Takahashi (2020) highlight its importance for international students' communication abilities, while research by Jabor et al. (2017) underscores its relevance for English language learners' listening skills.

Further supporting these findings, research by Songsiri (2007), Abdullah et al. (2021), Gurler (2015), and Waluyo and Rofiah (2021) stresses the impact of self-confidence on academic success and language proficiency. Studies by Kansil, Tuna, and Liando (2022), Gürbüz, Abi, and Canlı (2023), and Sumarsono and Amin (2019) explore its influence on speaking and communication skills. The collective literature emphasizes the pivotal role of self-confidence across various language domains, providing valuable insights for enhancing educational approaches. These studies underscore the significance of fostering self-confidence among students to optimize their language learning experiences and academic achievements. This reinforces the need for targeted interventions that nurture self-confidence across different language skills.

In Table 3, the data illustrates the analysis of students' self-confidence in English language acquisition concerning sex, age, and grade level, revealing that sex and age do not significantly influence confidence. In contrast, grade level

demonstrates a significant impact. These findings diverge from studies by Al-Hebaish (2012) and Gurler (2015), which found significant associations between self-confidence and academic achievement or speaking skills, respectively, suggesting variability in self-confidence dynamics across different contexts and dimensions within the literature.

The current study's results align with Abdullah et al. (2021) and Aoyama and Takahashi (2020), which emphasize the significant role of self-confidence in English speaking and willingness to communicate, supporting the conclusion that age is not a significant factor in confidence levels. Conversely, the findings on grade level contrast with those studies, suggesting unique contextual factors influencing self-confidence among different grades. In conclusion, while the study finds no significant differences in self-confidence based on sex and age, it identifies notable disparities among different grade levels. This highlights the nuanced interplay of demographic factors in students' confidence levels in English language acquisition, contributing to a deeper understanding of the multifaceted nature of self-confidence in language learning contexts.

The data in Table 4, which shows the students' academic performance in English language acquisition across different grade levels with an overall mean of 84.86, aligns with themes in studies by Al-Hebaish (2012), Akbari and Sahibzada (2020), and Kansil et al. (2022). Al-Hebaish found a positive correlation between self-confidence and academic achievement, while Akbari and Sahibzada emphasized self-confidence's impact on learning. Kansil et al. highlighted the significant effect of self-confidence on speaking skills. These studies collectively underscore the vital role of self-confidence in academic performance and language acquisition, affirming the importance of fostering self-confidence to enhance educational outcomes.

Table 5 shows that students' academic performance in English language acquisition does not significantly differ based on sex or age. However, grade level does significantly impact academic performance, which align with the studies by Al-Hebaish (2012), Akbari and Sahibzada (2020), and Songsiri (2007), which emphasize the significant role of self-confidence and communication skills in language acquisition rather than sex. The non-significance of age in this study is supported by research from Aoyama and Takahashi (2020) and Moratinos-Johnston et al. (2018), though it contrasts with Gurler (2015) and Sumarsono and Amin (2019), who suggest age might influence language learning outcomes. The significant impact of grade level on academic performance in English language acquisition is consistent with studies by Abdullah et al. (2021), Aoyama and Takahashi (2020), and Gürbüz et al. (2023), which highlight the importance of teaching methods and educational context.

V. CONCLUSIONS AND RECOMMENDATIONS

The study concludes that students exhibit a commendable level of self-confidence in English language acquisition across listening, reading, writing, and speaking skills. This self-confidence is consistent across sex and age demographics but varies by grade level. This suggests that while gender and age

do not significantly impact students' self-confidence in acquiring English language skills, the differences in grade levels play a crucial role. Additionally, the study finds that students demonstrate high proficiency and competence in English language skills, indicating a strong overall academic performance in this area.

Based on these findings, it is recommended that researchers further investigate the impact of demographic factors such as sex, age, and grade level on students' self-confidence to uncover potential patterns or variations. This could inform the development of tailored interventions and support strategies that cater to diverse student profiles. Educators and language instructors should acknowledge and build upon the students' existing level of self-confidence, fostering an environment that nurtures and enhances this confidence through targeted language learning activities and positive reinforcement. By doing so, they can help maintain and further boost the confidence levels of their students, leading to improved language acquisition outcomes.

Furthermore, given the similarity in self-confidence levels based on sex and age, educators can design interventions that uniformly bolster confidence across these demographics. However, special attention should be paid to the observed differences in confidence based on grade level, suggesting the need for tailored support strategies for students at different academic stages. Schools and educators should leverage the demonstrated proficiency and competence in English language skills to enhance language acquisition programs and curricula. This could involve incorporating advanced materials or providing opportunities for students to apply their skills in real-world contexts. Additionally, tailored academic support programs should be designed to cater to the specific needs of students at different grade levels, ensuring that all students receive the necessary support to excel in English language acquisition.

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