

**AN UNDERGRADUATE TOURISM STUDENT'S PERCEPTION OF SELF-
CONFIDENCE IN COMMUNICATING IN ENGLISH**

An Undergraduate Thesis

**Presented to the Department of English Language Education as Partial Fulfilment of
Requirements to Obtain the *Sarjana Pendidikan* Degree in English Language Education**



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APPROVAL SHEET

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RATIFICATION SHEET

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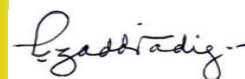
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STATEMENT OF WORK'S ORIGINALITY

I honestly declare that this thesis, which I have written, does not contain the work or parts of the work of other people, except those cited in the quotations and references, as a scientific paper should.

Yogyakarta, November 2023

The Writer,



Mella Qur'atul A'yun

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MOTTO

“So, surely with hardship comes ease. Surely with ‘that’ hardship comes ‘more’ ease.”

(Ash-Sharh: 5-6)

“The world may laugh and look down on me. But I don’t know how to give up.”

(Lookism)

DEDICATIONS

This undergraduate thesis is gratefully dedicated as the result of my hard work to my beloved parents Saisardat and Fatik Rustiningsih, my sisters Ika Desiana Sari and Linda Puspita Anggoro Sari, and all people who have supported me, provided help, and motivation in writing this thesis so the author could be always positive, and fight until finished this thesis.

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AN UNDERGRADUATE TOURISM STUDENT'S PERCEPTION OF SELF- CONFIDENCE IN COMMUNICATING IN ENGLISH

ABSTRACT

This study reports perceptions of a tourism academy student concerning self-confidence in communication through English. The design of this study is a qualitative case study, which grounded from the qualitative research paradigm. To gather information, the author conducted an interview with one participant who was enrolled in the tourism undergraduate study program at a private tourism academy in Yogyakarta. The data were analyzed using Roth-Rerbst, Borbely and Brooks-Gunn's (2008) parameter on self-confidence namely identity (coherent sense of self), self-concept (specific evaluation of the self), self-esteem (motivational orientations in self-enhancement), and self-efficacy (individual's belief to succeed). This study showed that the four factors of self-confidence shaped the participant's self-confidence in communicating in English.

Keywords: English, Communication, Self-confidence, Tourism student

CHAPTER 1

INTRODUCTION

1.1 Background of the study

As an international language, English is generally used to communicate in the world and become a liaison among people with a different language (Harmer, 2007). When they communicate, they can use their English skills to read messages, to write letters, to speak their ideas, and listen to information. Disenchanted conditions occur in many EFL students, they find it difficult to communicate through English, whereas they have studied it for several years (Alonso, 2012). Moreover, in the growth of times, EFL students have to face a lot of situations where they are expected to communicate fluently in English.

At this time, self-confidence is an important aspect of personality in daily life, whether in the fields of the education, the economy, the social environment or especially in tourism industry. Selerang, Liando, & Andries, (2023) mentioned that self-confidence is involved as an affective factor needed to communicate in a foreign language besides involving thinking. Self-confidence can help us to react appropriately to an event that comes their way, especially when communicating in English. Communicating confidently using English as a foreign language can have a positive effect on learners as they are producing something in language learning (Suja'i, Dewi, & Wisudayanti, 2023). Furthermore, when someone interacts personally or socially, they must communicate well, clearly, and balanced with high self-confidence, thus helping the person to convey their opinions and interests.

The research on self-confidence in communicating in English revealed that the most dominant factors causing students lack of self-confidence is lack of English language that include lack of vocabulary and grammar; lack of pronunciation; and lack of preparation (Nadila, Hengki, & Ratna, 2020). Another study by Triana et al., (2022) reveals that the internal factors come from within a person such as self-concept, self-esteem, and life experiences. External

factors are from outside a person such as education, work, environment and society. Tridinanti (2018) indicated that students with self-confidence have higher achievement of communicating in English. Suja'i, Dewi, & Wisudayanti (2023) revealed that the support of friends and the environment greatly influenced students' self-confidence and the relationship between confidence and communication was very closely because when students could communicate by using English well and fluently, then their self-confidence developed and be better.

Based on the description above, the students' perceptions of self-confidence in communication through English have not been fully described. In addition, communicating in English in the tourism industry seems to have little attention from researchers. Furthermore, the writer is interested in describe an undergraduate tourism student's self-confidence in communication through English. This is an important gap in current research as by gaining greater insights into tourism students' self-confidence toward the communication through English, it is hoped that educators will be able to adapt their courses to meet their students' needs, goals, and objectives more. The aim of this study is to describe undergraduate tourism student's self-confidence in communication through English, conducted at one of the Tourism universities in Yogyakarta. This study focuses on using qualitative data through an interview as the research method.

1.2 Identification of the problem

Lack of confidence is generally known as one of the aspects that affect the development of students' speaking skill. Moreover, the ability to speak is considered a difficult skill to master, many EFL learners face language obstacles due to linguistic features, lack of vocabulary, errors in pronunciation, and some of individual issues; shyness, anxiety, or fear of making mistakes (Rahma Chems, 2017). Individual issues influence a lot on the learners' self-confidence in communication that can affect their progress of learning. This is usually influenced by psychological factors that have an effect on students' performance when faced

with situations that require them to speak in front of many people. In addition, in the field of tourism, communication is an important aspect that should be acquired due to their future hopes to participate in the tourism field; tourist agent, hotel attendants, or flight attendants (Mega and Sugiarto, 2020).

1.3 Limitation of the problem

The problems related to self-confidence are numerous, however this study is limited to the self-confidence parameter by Roth-Rerbst, Borbely and Brooks-Gunn (2008).

1.4 Purpose of the study

The aim of this study is to describe an undergraduate tourism student's perception of self-confidence in communication through English.

1.5 Research question

What are the undergraduate tourism student's perceptions of self-confidence in communication through English in the tourism environment?

1.6 Significance

This research is an attempt to assist teachers to improve teaching methods or approaches needed to increase students' self-confidence in communication. Moreover, provide awareness for students in increasing confidence in speaking skills and the importance of proper communication skills for tourism students.

CHAPTER 2

LITERATURE REVIEW

2.1 Self-confidence in communicating in a foreign language

In learning English, learners are required to have a high self-confidence in communication and to improve English language skills. Land (2013) defined the term confidence comes from the Latin word "confidentia" meaning "to trust" and "to have faith". In terms of defining self-confidence at this point, according to Preston (2001), confidence is a set of beliefs about people's talents and capabilities. Another definition, Gençtan (1984), Özbey (2004) (cited in Gürler, 2015), the comprehension of self-confidence is an individual's recognition of their own abilities, and being aware of their own emotions. Indeed, self-confidence is what a person thinks about the self, it can be an individual's positive or negative evaluation of themselves.

Along with the study conducted by Roth-Rerbst, Borbely, & Brooks-Gunn (2008), the research presented factors students self-confidence in learning has several components that should be required as indicators of students' self-confidence. Those are: 1. Identity, strong and coherence sense of self; 2. Self-concept, special evaluation for self-evaluation; 3. Self-esteem, level of compliment that someone has; 4, Self-efficacy, someone's belief in students' success. High self-confidence required in speaking, it means the speaker is sure of doing something, and not being shy and aggressive in social situations (Longman Dictionary of Contemporary English). Furthermore, self-confidence is one of the keys that unlock some important communication barriers -psychological, physiological, physical, systematic and attitudinal- in order to be like native speaker in foreign language (Gürler, 2015). According to McIntyre (2004), he revealed the aspect that significantly contributes to the learner's willingness to communicate in a foreign language is self-confidence.

2.2 English for Tourism Industry

Cravotta (1990) defined English used in the tourism and service industry for international, considered under the category of English for specific purposes (ESP). According to Lorenzo (2005), students in ESP are the ones who are conscious and well-known with English, they are required to learn the language to perform particular job-related positions and are able to communicate a set of professional skills. The new focus on its learners, request, and demand in the new world, and revolution in the field of linguistics are crucial reasons for the emergence of ESP (Hutchinson and Waters, 1987). A study by Hsu (2011) revealed that ESP is considered as a main subject to spread competence into the tourism preparation and training programs. In addition, the use of English is not considered as the main purpose; it is only seen as a vehicle for its acquisitions. It may be argued that students learn English because they are required to perform and complete a task in English, not because they are interested in the English language.

In the field of tourism, proficiency in English is required to fulfill job responsibilities in the tourism sector. Every activity that occurs between guests and hosts involves interactive communication, and tourism activists are required to be able to follow and use certain professional conversations, language, vocabulary, and speech matters when serving guests (Blue and Harun, 2003). Communicative skills, fluency of language, and accuracy in English need to be improved for people who work for tourism and hospitality purposes. The opportunity to apply and utilize English in routine activities and work is owned by workers in the international tourism and service industry (Zahedpisheh, Abu Bakar, and Saffari, 2017). Moreover, good oral and written communication skills are important to tourism practitioners at particular positions.

2.3 Previous Studies on Self-Confidence

There are previous studies about self-confidence related to speaking skill, such as a study by Gürler (2015); Marpaung (2018); Allo, and Priawan (2019), which aims to investigate whether self-confidence has any relation with the speaking skill. The studies applied quantitative data as the method. The results of the studies revealed that there was a positive statistically significant correlation between self-confidence and speaking achievement. According to Riyani's (2011) research, students with high self-confidence had better speaking skills than those with low self-confidence. And another study concerning self-confidence related to speaking performance by Syamdianita, Ismail, and Nur (2018); Jaya, Hermansyah, and Rosmiyati (2019); Karsudianto (2020). The studies showed how teaching methods can also affect students to improve their self-confidence and speaking ability. Using some classroom methods will make students feel relaxed to speak in front of the class or talk about anything with their classmates, other than that, it can influence students' speaking self-confidence.

Xu (2011) conducted a study that concluded how self-confidence is socially and discursively constructed through the qualitative analysis of the lived experiences of two Chinese advanced learners/users of English in Australia with data obtained from in-depth interviews. Another field from Al-Hebaish (2012), his study proposed to investigate the correlation between general self-confidence and academic achievement in the oral presentation course. Those research used descriptive analysis and applied qualitative methods. The technique of collecting data using a questionnaire and oral test, a questionnaire determines the students' self-confidence. The oral test is to determine students' achievement when giving a presentation on any topic and preparation before the presentation. The results revealed a positive significant correlation between general self-confidence and academic achievement.

2.4 Flow of Reviewed Literatures

The theory below is chosen by the researcher as a reference regarding the field of speaking self-confidence in the EFL context. This theory provides explanations about speaking self-confidence which are important indicators that should be required to have high self-confidence in speaking target language. The factors contributing also applied in the theory.

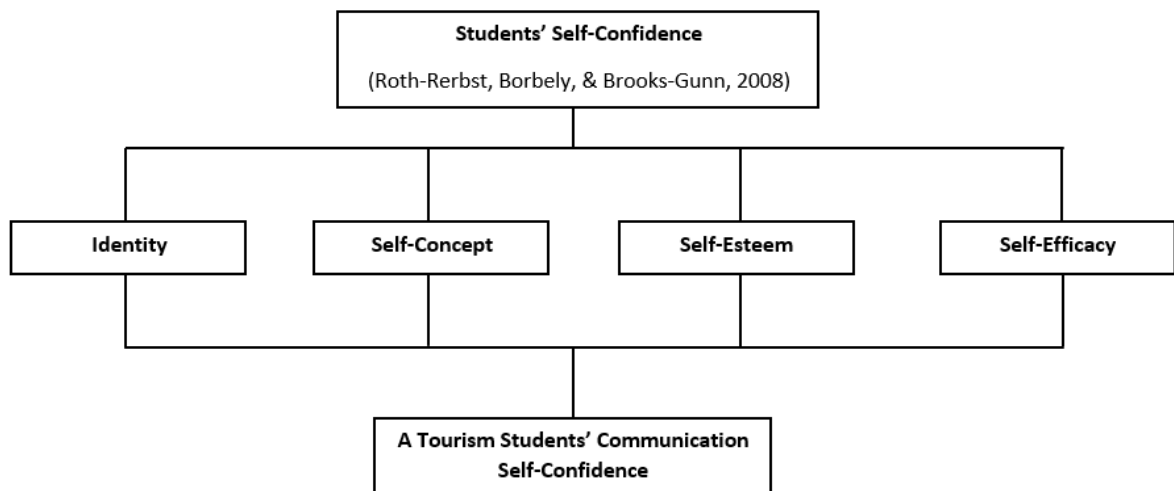


Figure 2 - 1 Flow of Reviewed Literatures

CHAPTER 3

RESEARCH METHODOLOGY

3.1 Research design

This study employs a qualitative study, and the research design is a qualitative case study. According to Creswell (2012), the qualitative method aims to examine the phenomena relating to social or human behaviors to be studied. Schmid (1981) added there are two identified features of human behaviors: (a) They are always influenced by the environment and (b) they always go beyond what has been observed. In this study, the researcher took the identification of human behavior where the person goes beyond what has been observed.

The use of a qualitative study in this research is considered under the following view. According to Yin (2014), qualitative study is an approach to questioning cases by addressing how, or why concerning the case circumstances. Duff (2008) argued that "bounded entity" is incorporated into the qualitative studies, which contain an individual or an institution and a site(s). Qualitative studies comprehend an aspect to figure the connection of the two by the contextual features (Hood, 2009). These features are used in qualitative studies to be able to identify a bounded case in time and place (Creswell, 1998).

Thereafter, the explanation above mentioned lead to a conclusion that a qualitative case study had three fundamental features, i.e. 1) bounded entity, individual or community, 2) site, place of the social action (English use), 3) contextual features, social action's case which converge the entity and site. In this study, the bounded entity was a college student as the individual, and the social entity is a university where the study took place (Duff, 2008). Meanwhile, the English for Tourism course is the site where a social action occurs, and the contextual features of the English use is self-confidence converged with a student as an individual in the English for Tourism course that is a site.

The use of qualitative study in this research focused on self-confidence in communication through English among tourism undergraduate students. In this research, one-on-one interviews were used for data collection. The researcher contacted the participant via WhatsApp for an appointment. The interviews were done in a session that ended around 30 minutes until 40 minutes. The data from the interview were transcribed and examined to determine their meaning. The researcher may learn the meaning of an interview by employing transcription. Transcription was done before by referencing all interviews; available details or information. The researcher had to listen to it numerous times when transcribing to ensure that the information was accurate from the interview.

3.2 Setting and Participant

The setting of this study was one of the private tourism academies in Yogyakarta. This tourism academy was first established in 1987 with four study programs related to Tourism and Hospitality Services and 3 different levels of study. At this tourism academy the students have an English language as a compulsory subject due to an obligation to master English as a language to communicate with tourists from a different country. The researcher considered collecting the data in this academy because it seemed that the research topic would be suitable to be researched in one of the study program.

The participant of this study is an undergraduate tourism academy students, who are in her second year. The participant of this research has experienced as a hotel receptionist and often communicate with foreign tourist on her internship. She considers to have a high self-confidence to communicating in English, although she is not sure about her knowledge in English language. Hence, the researcher considered appointing the participant in line with the criteria of this research.

3.3 Data Collection

In this study, the data collected through a focused interview analysis. The data obtained by interviewing the participant to describe tourism student's self-confidence in communication through English.

3.3.1 Interview instrument

Interview is a method of the study to collect information by means of question and answer between the researcher and participant. In this interview the researcher gave open-ended questions for the participant in order to obtain in-depth information related to the research topic. The in-depth information here aims to get a clear perspective of the participant. The answers were recorded as an authenticity evidence of the data. Creswell (2012, p. 217) stated that qualitative research occurred when the researcher involved one or more participants, applied open-ended questions, and recorded participants' answers. In this research, the researcher expected to gain a clear insight from the participant regarding the concern of the research itself. Face-to-face interview of a tourism academy student conducted as the procedure of this research. The interview data collection was supported by audio recordings, and transcripts. The interview data will be analyzed to answer the research question afterwards.

Self-Confidence	Components	Interview Questions
------------------------	-------------------	----------------------------

Confidence refers to a belief in one's abilities; psychologists identify several different but related constructs that fall under the general rubric of confidence, including identity, self-concept, self-esteem, and self-efficacy (Roth-Rerbst et al, 2008).

1. Identity, a firm and coherent sense of self.
 1. Are you confident enough to communicate through English?
 - If yes, why does it make you feel confident?
 - If not, what is the reason?
 2. Do you think as a student of a tourism academy, you need to speak English confidently? Why do you think so?
 3. Do you think self-confidence in speaking English will affect your future career in the tourism industry?

-
2. Self-concept, domain-specific evaluation of the self
 4. How do you see the importance of self-confidence in speaking English for you?
 5. How could speaking English with self-confidence help you to develop your professionalism in the tourism industry?
 6. What drives you to speak English with high self-confidence in doing your job in the tourism industry?
-

-
3. Self-esteem, level or regard one has for the self as a person
7. Is there any encouragement or support from people around you, especially in increasing your confidence in the use of English to communicate?
- If there's any, how do they encourage or support you in increasing your confidence?
8. Is speaking through English with self-confidence increasing your performance in doing your job in this field? Why?
9. Could speaking English with self-confidence promote you to have a good profile of a professional in the tourism industry?

-
4. Self-efficacy, belief about one's capability to succeed
10. Do you have a role model or experience from other people that makes you confident to improve your English skills?
- If yes, please tell me why it makes you confident and adept at communicating using English.
11. How do you manage yourself to speak English with self-confidence?
12. What do you do to make yourself able to speak through English with self-confidence?
13. Why do you need to speak English with self-confidence?
-

Table 3 - 1 Interview Questions

3.5 Data Analysis

To analyze the data of the study, the researcher considers many aspects and steps to obtain accurate findings. There are three steps to analyzing the data, such as the stage data reduction, data display, and conclusion or verification. Furthermore, the researcher translated the interview transcript and described the result of the interview in the findings section.

The researcher draws the conclusion and interpretation relating to the data. The last step was making conclusions and suggestions based on the data analysis having summed up and will classify the data obtained, the researcher infers the research finding into a single overall conclusion according to the research data.

3.6 Trustworthiness

Research data in qualitative methods should include trustworthiness in all aspects from the very beginning of collecting data (Graneheim & Lundman, 2004). This means that this research should provide credibility, dependability, and transferability of the data. To achieve the trustworthiness of the data, the researcher conducted data that considered all aspects in maintaining the component to form trustworthiness.

First, the credibility of this study was obtained by the focus of the study, instrument, participant, and method used in this research. This study focused on describing the student's perception on communication through English that involved a student of a Tourism Undergraduate program as the participant. The data of this study was obtained through the qualitative method, which used interview and analyzed through descriptive method.

Second, the dependability of this study is proven based on the results design, participant, and context about tourism student's self-confidence in communication through English. This study described the tourism student's perception of self-confidence in communication through English to explain the research question of the study. Furthermore, the researcher confirmed the process of this research to the supervisor is included in the dependability aspect.

Lastly, transferability in this study related to the rationale for selecting context, the participant, and the method used to collect and analyze the data. The participant of this study is a student who is majoring in the Tourism Undergraduate program, which has an English course as the compulsory subject that requires students to communicate with the English language. Therefore, the context used in this study is English for Specific Purpose to make the study more comprehensive. Since this study aimed to describe the student's perception of self-confidence in communication through English, the researcher used the qualitative method by conducting an interview and document analysis to obtain in-depth data. Following this, the data analyzed used a descriptive qualitative to describe the tourism student's perception.

CHAPTER 4

RESEARCH FINDING AND DISCUSSION

This chapter presents the findings of the data collected in the research and its analysis. Findings in this research are data collected through an interview of a participant. Thus, detailed data analyzed are elaborated in the section below.

4.1 Findings

The research findings in this study seek to answer the problem statements that formulated as follows: what are the undergraduate tourism student's perceptions of self-confidence in communication through English in the tourism environment? Therefore, the data analyzed in conjunction with tourism student' perceptions of self-confidence in communication through English are described further in detail.

The findings of this study show that in developing the self-confidence of tourism students to communicate through English needs to dig into their belief of the ability to speak in foreign language, along with the self-confidence can provide encouragement to have a better performance during communicating in a foreign language. For detail descriptions of these findings are reported in the sections below.

4.1.1 Identity

In the data analyzed, the participant shows that the ability to speak English is relevant with their job in the tourism industry. This issue is expressed by the participant in the excerpt 1 and 2 below.

Excerpt 1

*“In the tourism industry, there are not **a few jobs** that offer services to domestic and foreign tourists. So, at least we have the ability to speak English”*

Excerpt 2

*“People who has the skill to speak English are more **needed** in a job field, specifically in the tourism”*

The excerpt 1 and 2 above show that the need to be confident in communication through English is essential for employment in the tourism environment. In other words, the attitude of having self-confidence in speaking English is able to provide more value for the participant to apply for jobs that are in accordance with their fields in tourism. Hence, the self-confidence in using English besides being fundamental, is also greatly needed by the actors in the tourism walk of life as a form of communication with customers. The self-confidence of speaking English is a key factor in this field.

4.1.2 Self-concept

According to the participant, self-confidence is a motivation for her to communicate through foreign language. Currently, almost all services in the tourism industry require employees to interact with foreign tourists with their languages, English in particular. Therefore, the participant needs to further improve her quality in speaking English. She describes this matter in the excerpt below.

Excerpt 3

"Self-confidence becomes a booster in me to be able to speak a foreign language, so that the communication with others can run smoothly"

The above excerpt shows that self-confidence helps the participant to develop her professionalism in the tourism industry by motivating herself to speak English well. Even though she has deficiencies related to English proficiency, she is always being motivated to be more fluent in speaking English because by speaking English confidently. She could communicate in English without any language barriers. She realizes that she used to have low self-confidence to the point where she is afraid of making mistakes. However, she tries to increase her confidence by training herself to speak English more often and it makes her more capable to face the job she is doing.

4.1.3 Self-esteem

Another component as the indicator of self-confidence is self-esteem. Moreover, the participant obtains external support in increasing self-confidence in communicating through English. Appreciation and respect are forms of support that the participant got from people in her environment. These supports help the participant to increase her confidence in speaking English, and get rid of the fear of making a mistake in speaking even though she had some obstacles in grammar and vocabulary. She describes this issue in the following excerpts.

Excerpt 4

“[answering the question whether speaking through English with self-confidence increases her performance in doing her job in the field of tourism] Yes, it is.”

Excerpt 5

"In providing services being more totality and comfortable, ... with confidence I have no longer problems in communication to foreign tourists"

The excerpts 4 and 5 above confirm how the participant of this study experiences increasing her performance in speaking English because of the confidence she has developed. She believes that there are many advantages of being self-confident in speaking English which also influence her self-esteem. Besides she no longer has problems communicating with foreign tourists using English, she can provide a great service to the customers totally and comfortably.

4.1.4 Self-efficacy

The last component that indicates self-confidence is self-efficacy. The participant has a belief in her confidence to improve her English skills in speaking due to her willingness. She wants to improve her skills in English to interact with any foreigner on any social media. It is also hoped that she can communicate well through English with other people directly. She expresses this matter in the excerpts below.

Excerpt 6

"I don't want to be seen lacking or bad by my English speaking, ... getting myself used to speaking practice and increasing my vocabulary."

The excerpt 6 above shows that self-efficacy of the participant can be seen from what is her goal in carrying out her ability to speak. She believes that to prevent the thought that she is incompetent to speak English makes her sure of what she is doing while communicating through English. She realizes that she does not want to have low competence in English. Therefore, she ensures herself to increase her vocabulary and practice her English more often. Through this kind of self-efficacy she is surely believed that she could speak English well and confident.

4.2 Discussion

Self-confidence is considered as the person's belief about their capabilities of doing something. Furthermore, it is one of the interpersonal skills that is difficult for someone to have in developing an English skill, specifically in their speaking ability. This research focused on the tourism vocational higher education student's perception of self-confidence in communication through English. Based on the finding, the participant explained that she realizes that someone who is in the field of tourism requires self-confidence to communicate in English. The participant's experiences provide sufficient input to be able to see the role and importance of self-confidence in communication through English.

There are four indicators of self-confidence in training the target language skills: identity, self-concept, self-esteem, and self-efficacy. Houston (2011) stated that self-identity is defined in terms of roles that individuals use to identify and associate behavior that is appropriate to those roles. Self-concept is studied as a form of evaluation and individual motivational state. According to Leary (2004), the self is related to the cognitive structure that authorizes self-reflection and organizes information about oneself. It has motivational aspects, in detail: Self-consistency (to maintain, if not verify, one 's existing view of oneself), Self-

evaluation (self-assessment – to see oneself accurately), Self-enhancement (to maintain a positive image of oneself).

Self-esteem mentioned to the subjective quality of life, and motivational orientations in self-enhancement (Crocker, 2001). In line with it, self-confidence influences learners how to interact with native speakers, the positive effect reported on increased self-confidence (Phongsa, Ismail, & Low, 2017). As stated by Bandura (1977, 1986, 1977), self-efficacy is acknowledged as an individual's belief that they can successfully execute a required skill. This can be seen from the reasons a participant has to be able to achieve the goals they want. Along with the statement that most foreign language learners who have less opportunity to speak English would likely experience fear of using the language to communicate in public (Shao, Yu, & Ji, 2013). Practicing the target language is an important thing to do due to its benefit in increasing learners' self-confidence and improving their skill of speaking a foreign language.

As a person who is well-known in the field of tourism services, self-confidence is the main key in improving the quality of one's performance. Self-confidence and fluency in communication through English can open up many opportunities for tourism activists, in the form of positions at work and relationships for self-development. It also becomes an impulse to improve a participant's speaking skill at a better level.

The participant has her motivation to often practice communicating through English until she gets used to it and senses that her confidence increases. As for the encouragement in the form of appreciation and respect that she got from her circumstances, the participant feels that with this support she does not feel inferior that she will make mistakes due to a lack of understanding in grammar. However, without those consolations, it can reduce the participant's professionalism in the tourism industry.

Based on the findings, the thing that can reduce self-confidence in communication through English is when the participant does not get support from others, but gets ridiculed when making an error while speaking. Such an attitude has a negative influence on those who

try to increase their confidence and abilities, it can force them to not have the courage to communicate in a foreign language for fear of making another mistake. In addition, self-confidence in herself to develop her communication skills through English is realizing the goals she has.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents the conclusion and the suggestion of the study. The conclusion could be confirmed as a summary and may highlight the findings of the study. Some points for further research are also provided in this chapter.

5.1 Conclusion

This study describes the undergraduate tourism student's self-confidence in communication through English that shaped by four components of self-confidence. The identity of participant as tourism practitioners relevant to communication in English has identified and associated behaviors according to their roles as the basic of her self-confidence. The self-concept as a form of motivation and evaluation of the self, it helped the participant to develop self-confidence and professionalism in communicating in English in the scope of tourism industry. The existence of self-esteem in the form of support that the participant got from people can form a sense of self-confidence to be able to provide pleasant tourism services by communicating in English. Self-efficacy as the last component that shaped the participant's self-confidence as self-belief in the form of the reasons she had to prove that she is able to improve her English language skills and knowledge.

5.2 Suggestion

Due to the limitations of this study, future research is expected to engage more participants to enrich the data. The researcher merely studied the perception of tourism student's self-confidence in speaking English; future research is recommended to

observe the tourism student's practice in communicating with foreign tourists and the level of students' self-confidence.

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APPENDICES

Participant : Mei Nurul Hidayah
 Sex : F
 Date : 11 March 2023
 Time : 16:00 - 16:40
 Face to face interview

Code	
Interviewer	I
Participant	P
Self-confidence	SCon
Identity, a firm and coherent sense of self	Id
Self-concept, domain-specific evaluation of the self	SCpt
Self-esteem, level or regard one has for the self as a person	SEs
Self-efficacy, belief about one's capability to succeed	SEf

I/P	Transcript	Code	Line
I	Langsung ke pertanyaan aja ya.. Apakah kamu sangat percaya diri ketika berkomunikasi melalui bahasa Inggris?		
P	Nek komunikasine ditulis, maksud e kalau komunikasinya hanya tertulis begitu kayak neng twiter ngono ngono kui kan tertulis to? kui aku isih pede rodokan, tapi nek omong omongan in person ngono kui kurang ya (tertawa) soal e kan nek ditulis ngono ra langsung to dadi e isih iso searching sek ngono lo	SCon	1
I	Oo persiapan		
P	Hee, ono persiapan walaupun ora full translate ngono sih dadi isih rodok pede sitiklah tapi nek omongan langsung kurang		2
I	Dadi masalah e neng speaking sing ra pede		
P	Hoo hoo		3

I	Terus, nek menurutmu apakah menjadi siswa akademi pariwisata, kamu butuh untuk berbicara bahasa Inggris dengan percaya diri?		
P	Heem sih,		4
I	Then why do you think so?		
P	Karena apa sih intine kui kan intine neng pariwisata yo, rata rata ki pekerjaane ki ee pelayanan dan pelayanan e kui ki orang, sek dilayani kan orang, kui ora gur seko indonesia tok ngono lo, nek misal e seko kan global yo nek wisatawan opo yo wong sek dilayani awakdewe kan rata-rata misal e wong luar Indo yo kui mesti sak orane adewe kudu iso bahasa Inggris kan nek misal e raiso, raiso ono komunikasi to	Id	5
I	Iya ya jadi nggak bisa berkomunikasi		
P	Iya kan, makanya itu. Tapi yo koyone nek nggon masalah pedene kui hoo deh. Butuh. Bayangke ae nek misal e nggon becak kae koe reti kan kae nek misal nawani bule bule mereka nek ora paitan nekad karo pede wae ngono ra bakal so etuk pelanggan ra sih, yo contone ngono kui sih	SCon Id	6
I	Terus, menurutmu apakah kepercayaan diri dalam bahasa Inggris bakal berpengaruh pada karirmu di dunia industri pariwisata?		
P	Kui intine sebenarnya meh podo ra sih? Tapi hoo berpengaruh, soal e yo mesti neng dunia pariwisata kui ki rata rata pekerjaan e yo ngko sek iso pede ngomong Inggris atau iso berbahasa Inggris kui ki luwih dihargai rasih? Dadi kayak luwih digoleki ngono lo	Id	7
I	Dadi nilai plus nggo merka ngono yo?		
P	Heem, selain bahasa bahasa lainnya. Soal e kui kunci utamane iso komunikasi ro wong luar. Yo nek le karna ra pede yo dadine le ngomong ki alun-alun ngono kui lo terus kayak kurang menyakinkan dadine yo nek mungkin wong e dadi kayak heh iki niat ra to, iso tenan ora ngono kui lo	Id SCon Id	8
I	Bagaimana kamu melihat pentingnya self-confidence dalam speaking bahasa Inggris?		

P	Intine kerjo neng nggon pariwisata i kowe kudu pede sek e, aku ki mbuh ngopo nek sebenere kan aku wong e yo ora pedean yo, tapi nek neng pariwisata mesti yo ono wae kudu pede, neng bahasa Inggris nek koe ra pede mengko output e sek tok omongke ki ngko dadi acak-acakan terus uwong le nggatekke yo koyo ra paham. Terlebih neng pariwisata i kowe luwih sering bergelut dengan keadaan seng bertemu karo wisatawan to, possible dinggo ketemu turis asing. Walaupun kowe mungkin ora menguasai kosa kata ne sak orane nek koe pede ki lawan bicaramu mesti mudeng opo seng tok sampaikan, kui ki dadi kayak booster ngono lo ibarat e pede ki. Dan yo kesimpulan e percaya diri ki opo neh nggo speaking ki penting banget nggo kowe bertahan neng lingkungan pariwisata	Id SCon SCon SCpt	9
I	Woahh, sip sip keren banget. Nek ndelok keadaan e juga seko industri pariwisata yo ora mung bakale dadi kayak tour guide ngono tok kan yoan?		
P	Iyo bener, pariwisata ki luas yo, dee iso neng ticketing, dadi pramugari yo iso, neng hotel yo iso dadi neng FO ngono, ora mergo jenenge pariwisata dadi mung ngurus perpariwisataan tok koyo guide ngono, tapi iso nendi-nendi		10
I	Hmm iya iya, terus kira kira kepiye sih cara atau konsep e kepercayaan diri nggo speaking kui iso help you to develop your professionalism neng industri pariwisata kui mau?		
P	Hmm pie yo, aku ki reti pertanyaan e tapi bingung le meh njawab (tertawa kecil)		11
I	(tertawa) opo yo iki kayak evaluasi diri ngono kae lo, pie kowe ndelok awakmu dengan kepercayaan diri kui mau apakah enek peningkatan juga neng dirimu, kurang luwih e ngono		

P	<p>I see, mungkin iki kali ya kayak sikap sing awale aku ragu wedi ngono ketika berhadapan karo situasi dengan kemungkinan aku kudu berbicara bahasa Inggris yo karena ee kosa kata ku seng kurang grammar ku seng hurung bener tapi mau nggak mau kudu tak hadapi to, dengan pede kui mau aku dadi lebih opo sak orane aku enek peningkapan mampu untuk menghadapi situasi kui mau sewaktu waktu yo anggep ae kepepet gitu dan tanpa takut lagi meskipun dengan kekuranganku mau. Dengan pede kui mau aku dadi iso ora ragu meneh nek nompo job ngono dan ora tak lemparke ke orang lain meneh dan yo aku raiso jagake wong terus.</p> <p>Soal e to biyen yo nek aku nemu tamu bule ngono kui ki aku le omong sak isone ngono lo ora full ngomong terus karo terbata-bata ngono kui, terus kadang nek pas emang bener-bener bingung kui tak lempar neng senior, dadi aku wedi mengko ndak le nompo i salah ngono kan</p>	SCpt SCon	12
I	Oalah, bisa disimpulke nek dengan pede ki emang iso ningkatke profesionalitas mu juga ya, sing awal e kowe ragu kowe wedi nggawe kesalahan tapi ketika kowe mencoba percaya diri ro kemampuanmu yo meskipun kepepet tapi kuwi nggawe kowe dadi setingkat lebih mampu dinggo ngadepi pekerjaanmu		
P	Nahh betul		13
I	Okay, next, apa sih sing nggawe kowe iso berbicara bahasa Inggris dengan self-confidence yang tinggi dalam pekerjaanmu di industri iki?		
P	<p>Nek anu apa jeneng e, mau kan aku ora pede karena kosa kataku ora akeh, berarti yo lebih ke peningkatan kosakata wae karo terbiasa kayak lebih akeh job atau jam terbang leh ku speaking ki luwih kerep ngono lo. Dadi nek wes biasa kan bakal e ora seisin pas nek misal lagi nompo atau ngelayani satu dua tamu ngono. Kebiasa ngomong ngono</p>	SCpt	14
I	Berusaha juga yo, kowe wani dinggo nyobo untuk optimis yoan ro dirimu		
P	Ora gur pisan nompo njut uwes gara gara wedi po kepiye		15
I	Adakah support atau dukungan dari orang orang disekitarmu khususnya dalam meningkatkan confidence menggunakan bahasa Inggris untuk berkomunikasi		

P	<p>Hmm kayane lebih e dosen, nek dosen bahasa Inggris kuu to ee yo reti kan mesti mahasiswa do wedi ngono lo nek kon ngomong bahasa Inggris kan, dadi dee ki luwih menghargai nek misale mahasiswa gelem nyobo sitik-sitik wae omong arep o kui grammar e acak-acakan sek penting nggo bahasa Inggris ngono kui lo.</p> <p>Nek mengharuskan sih ora tapi kayak nek iso ngono lo, misal e nek dihargai ngono wae yo artine kan ora bakal diece-ece ngono lo nek misal e salah po piye. Dan nek kui wes ono kata-kata dihargai ngono mungkin mahasiswa iso mikir, yo contone aku yo, mikir dadi oh aku nek misale omong ki yo rapopo ngono lo jajal-jajal wae ngono kui</p>	SCon	16
I	Maksud e yo ora dadi masalah juga		
P	Heem		17
I	Terus, nek kowe pede ngomong nggo bahasa Inggris apakah kui iso ningkatke performa mu juga?		
P	Hoo sih yo		18
I	Hmm, sebab e?		
P	<p>Koyone dadi ra wedi salah, terus le melayani ki dadi luwih totalitas, dan nyaman. Maksud e nyaman e ki kayak nek misal e adewe seneng terus adewe reti opo seng diomongke dee, terus adewe yo iso njawab ngono lo, kui ki ngko kayak le nglayani yo luwih tepat sasaran ngono lo.</p> <p>Kadang mikir, aku yo misal ketemu bule impression e ki kayak enek beban sek ngono kae lo aku kudu kepiye aku kudu ngekei pelayanan ngono kui dadine pas kerjo kayak nek wes ono bule dadi males, tapi nek misal e adewe wes iso nggo bahasa Inggris terus pede lah meskipun kemampuan e adewe kurang asal pede kui kayak arep ketemu sopo wae ki ora dadi masalah ngono lo ora marai kowe wedi opo kepiye</p>	SEs	19
I	Nek ngaranmu, pede ki ngaruh ora karo skill speaking? Kadang kan enek wong sing skill e wes apik ki jane tapi dee ra pede nggo mengaplikasikan kui		
P	<p>Hmm, yo karena ora pede dadi metune ki ora full ngono lo, nek ngaranku ngaruh sih karena kui sing nggawe kowe ki kayak luwih totalitas kui mau, dengan kowe pede skill mu bakal iso meningkat juga dengan mungkin entuk insight juga seko wong liyo. Kuncine ki jane pede ra sih?</p>		20

I	Dengan kowe pede ngono kowe iso ngopo wae ngono yo?		
P	Heem, kayak kowe dikon ngopo wae ki yo iso ngono lo, dikon ngomong neng ngarep audiens seng akeh iso, dikon ngehandle tamu asing yo iso entah kui dadakan opo ora	SEs	21
I	Iyo bener-bener, terus bisa nggak kepercayaan dirimu nggo speaking English kui mendukung dirimu nggo memiliki profil yang bagus di industri pariwisata?		
P	Iyo sih iso, misal ki aku iso bahasa Inggris mesti kui bakal tak cantumkan sebagai kelebihan ku koyo nek misal neng curriculum vitae ngono, dan nek nggo ngelamar kerjaan ngono ki bakal berguna banget opo neh neng dunia pariwisata ngene ki	SEs	22
I	Oalahh iyo-iyo, menjadi nilai plus juga. Ada nggak role model opo experience seseorang sing iso nggawe kowe percaya diri nggo improve kemampuan bahasa Inggris mu?		
P	Kayak misal fansign ngono kui yo (tertawa)		23
I	(tertawa) okei fansign		
P	Kan nek ngono kui kudune bahasane either bahasa mereka yo bahasa Inggris, dan aku yo kayak pengen kan nek ndelok video-video fansign uwong ki, dadi sak orane aku iso pede nggunakke bahasa Inggris sek karena aku yo pengen iso ngobrol karo idolaku selain kudu menguasai bahasa mereka dan mereka pun yo terbuka nek misal nggo bahasa Inggris ngono lo karena mereka yo belajar itu. Selan kui, kan aku pernah yo neng Twitter bales-balesan twit ngono nggo bahasa Inggris karo uwong, tak kiro ki dee wong Indo kan ternyata wong Philippines soal e dee tiba-tiba le bales nganggo bahasa tagalog ngono kae lo malah dee ngirane aku yo wong Filipina (tertawa). Dadi aku yo pengen ningkatke pede dan kemampuan ku dinggo interaksi ngono karo wong-wong neng platform sosial media ngono	SEf	24
I	Lalu, kepiye caramu nggo memaname dirimu sendiri untuk berbicara bahasa Inggris dengan percaya diri?		

P	Nek aku yo mungkin lebih ke meyakinkan diriku wae sih nek misal aku iso ngehadapi iki ngono, terus aku yo latihan , olah kosa kata ku juga seko moco novel ngono sing berbahasa Inggris terus juga membiasakan diriku nggo ngrungokke podcast atau apapun sing nganggo bahasa Inggris , ben opo yo, yo aku dadi ra wedi nggawe kesalahan karena aku wes paham kayak opo sing meh tak omongke ngono	SEf SCon	25
I	Opo sing mbok lakukan nggo membuat dirimu ki mampu nggo pede ketika speaking English?		
P	Hmm, prepare mungkin ya, aku ki wong e barat e perfeksionis yo dadi wegah terlihat kurang ngono lo dadi aku kudu persiapan total juga. Selain kui yo aku latihan dong, latihan terus berkali-kali nganti aku lancar ngomong e	SEf	26
I	Okei, pertanyaan terakhir Me. Why do you need to speak English with self-confidence?		
P	Soal e aku nggak mau terlihat elek , bali meneh yo neng perfeksionis. Ibarat e ki, kowe nganggo klambi sing udu stylemu biasane, dengan kowe pede nganggo klambi kui ki tetep bakal ketok apik tapi nek kowe dewe ra pede le nganggo yo bakal ketok aneh karena kowe merasa kui udu dirimu. Dan aku emoh koyo ngono, dadi yo dengan kepedean kui aku dadi iso yakin juga ngono lo karo opo sing bakal tak omongke , bakal output e ki sesuai karo opo sing tak karepke. Jane ki jawabane podo wae yo karo sing mau-mau, intine ki podo, dengan pede aku iso luwih lancar nggo ngomong meskipun aku duwe kekurangan neng kono	SEf	27
I	(tertawa) ya bener juga sih, yo setidaknya enek variasi lain. Mungkin semono wae Me, makasih ya nggo waktune (tertawa)		
P	(tertawa kecil) yo sama-sama		28