INVESTIGATING THE RELATIONSHIP BETWEEN EFL LEARNERS' SELF IDENTITY AND THEIR SPEAKING SKILL

(Undergraduate Thesis)

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UNIVERSITY OF LAMPUNG

2026

ABSTRACT

**INVESTIGATING THE RELATIONSHIP BETWEEN EFL LEARNERS'
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This study investigates the relationship between EFL learners' self-identity and their speaking skills in an English as a Foreign Language (EFL) context. Grounded in Norton's theory of identity and Krashen's Affective Filter Hypothesis, this research employs a quantitative correlational design to examine the statistical association between learners' self-identity and their speaking performance. The participants were undergraduate students of the English Education Study Program at the University of Lampung enrolled in a speaking class during the 2025/2026 academic year. Data were collected using a self-identity questionnaire comprising Likert-scale and open-ended items, alongside a storytelling-based speaking performance test assessed with the Complexity, Accuracy, and Fluency (CAF) framework proposed by Mahpul (2014). Quantitative data were analyzed using Pearson Product-Moment correlation, while qualitative responses were examined through content analysis to explore learners' perceptions of their identity as English users. The findings indicate that students generally possess a moderate level of self-identity, and their speaking performance is relatively consistent. However, the correlation analysis revealed a very weak and statistically insignificant relationship between self-identity and speaking skill. These results suggest that self-identity functions more as a background factor influencing learners' attitudes and engagement rather than directly predicting speaking performance. Consequently, EFL instruction should not only develop linguistic competence but also provide identity-affirming and emotionally supportive learning environments to encourage students' active participation and confidence in speaking.

Keywords: *Self-Identity, Speaking Skill, EFL Learners, Affective Factors, Identity Theory.*

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Undergraduate Thesis

Submitted in a Partial Fulfillment of

The Requirements for S-1 Degree

In

The Language and Arts Education Department

Faculty of Teacher Training and Education

ENGLISH EDUCATION STUDY PROGRAM

DEPARTMENT OF LANGUAGE AND ARTS EDUCATION

FACULTY OF TEACHER TRAINING AND EDUCATION

LAMPUNG UNIVERSITY

2026

Research Title	:	**INVESTIGATING THE RELATIONSHIP BETWEEN EFL LEARNERS' SELF IDENTITY AND THEIR SPEAKING SKILL**

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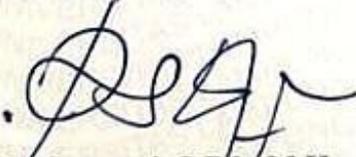**APPROVED BY**

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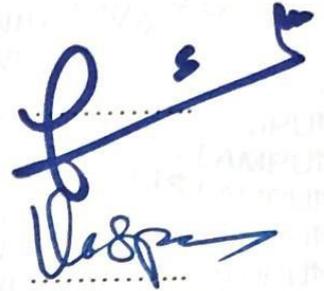NIP 197003181994032002

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Menyatakan bahwa skripsi ini adalah karya saya sendiri. Sepanjang pengetahuan saya, karya ini tidak berisi materi yang ditulis orang lain, kecuali bagian-bagian tertentu yang saya jadikan acuan. Beberapa bagian ditulis dengan bantuan kecerdasan buatan (AI), namun seluruh analisis dan kesimpulan adalah hasil pemikiran saya sendiri. Apabila pernyataan ini terbukti tidak benar, sepenuhnya menjadi tanggung jawab saya.

Bandar Lampung, 6 Februari 2026

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CURRICULUM VITAE

Eideline Cathlyana is the middle child in a family of three, born on 27th September 2003, in Bandar Lampung. She has an older sister and a younger brother.

She began her formal education at Palm Kids Kindergarten and continued her elementary education at Palm Kids Elementary School. Later, she transferred to SDN 2 Rawa Laut, where she completed her primary education. She then pursued her junior secondary education at SMP Kartika II-2 Bandar Lampung. After graduating from junior high school, she continued her studies at SMKN 4 Bandar Lampung, where she further strengthened her academic foundation and developed practical skills that supported her personal growth.

After completing her secondary education, she was accepted into the English Education Study Program at the University of Lampung. During her undergraduate studies, she actively engaged in both academic and non-academic activities that contributed to her intellectual, personal, and professional development. She demonstrated a strong interest in language learning, education, and cross-cultural communication, which shaped her academic focus throughout her study.

In addition to her academic pursuits, she participated in a volunteer teaching program in Malaysia. Through this program, she gained valuable experience in teaching English in an international context. This experience enriched her perspective on education, enhanced her intercultural awareness, and strengthened her commitment to becoming a professional English educator. Through her educational journey and extracurricular involvement, she continues to develop her competencies, character, and dedication to the field of English language education.

MOTTO

"Dari terbentur, terbentur, terbentur, kemudian terbentuk"

(Tan Malaka)

"Around here, however, we don't look backwards for very long. We *keep moving forward*, opening up new doors and doing new things, because we're curious…
and curiosity keeps leading us down new paths"

(Meet the Robinson by Walt Disney)

"When I stand before God at the end of my life, I would hope that I wouldn't have
a single bit of talent left, and I could say I used everything you gave me"

(Erma Bombeck)

DEDICATION

At the end of these pages, I dedicate this script to myself and to my loveliest
friend who has always been there for me,الله سبحانه وتعالى ,
for the guidance and mercy.

ACKNOWLEDGEMENT

With sincere gratitude, the researcher gives thanks to God for the strength, health, and the will to continue that made it possible to complete this undergraduate thesis entitled "Investigating the Relationship between EFL Learners' Self-Identity and Their Speaking Skill" This thesis is submitted as a partial fulfillment of the requirements for obtaining a bachelor's degree in the English Education Study Program, Faculty of Teacher Training and Education, University of Lampung.

The researcher would like to express heartfelt appreciation to all individuals who have offered guidance, support, and encouragement throughout the completion of this script:

1. Dra. Endang Komariah, M.PD., as the first advisor, whose guidance the writer had hoped for since the first time she taught her class, and whose feedback has greatly shaped this research.

2. Mahpul, M.A., Ph.D., as the second advisor, who inspired the writer to continue her studies and patiently guided her throughout this research. The writer sincerely thanks him for his constant support, insightful feedback, and meaningful guidance. He has not only supervised this study with dedication but also taught the writer how to think critically, as he often reminded me, *"Keep it simple, stupid"* and reflect more deeply as both a scholar and an individual. Through sharing his academic experiences in Australia and continuously encouraging the writer to pursue further study abroad, he has strengthened her motivation and broadened her academic vision. The writer is deeply grateful for his trust in her potential and for the confidence he has instilled throughout this journey.

3. Dr. Feni Munifatullah, M.Hum., the examiner, and also as the chairperson of the English Education Study Program, for the insightful suggestions and evaluations given during the seminar, which greatly contributed to the enhancement of this script.

4. Khairun Nisa, M.PD., as academic advisor who has provided valuable guidance and suggestions since the early years of the writer's academic journey.

5. The lecturers of the English Education Study Program for their guidance, expertise, and thoughtful insights that have contributed significantly to the writer's academic development. Especially Mr. Fajar Riyantika, M.A., for the advice he has given to the writer, both in academic matters and in

understanding how to live life.

6. My sincere gratitude goes to my family for their prayers, patience, and continuous support throughout my academic journey.

7. *To my beloved girls*, The OG: Salsabilla, Ica, Aulia, Rachmania, and Ragil. Who have always supported the writer since day one and have been her ride or die throughout this journey.

8. Amanda Krupskaya and Najwa Trisaqina Yuan, whose presence, support, and encouragement made this journey less heavy and more meaningful. The writer is sincerely grateful for the opportunity to know and grow alongside them throughout her undergraduate years. Their companionship has been a source of strength, comfort, and motivation during challenging times. Completing this academic journey while having them by her side is something the writer deeply cherishes. Knowing them has become one of the most meaningful parts of her university experience.

9. To all friends from the English Department and Class B small, especially Lala, Anwar, and Nazmi who stood by me through challenges and laughter, and whose support meant more than words can express. And for whom the writer cannot mention one by one, thank you for being a part of the writer's campus life.

Bandar Lampung. February 2026

The Researcher,

Eideline Cathlyana
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I. INTRODUCTION

In order to introduce this research, this chapter discusses some points including background, formulation of the problem, objectives of research, uses of the research, scope of the research, and definition of terms.

1.1 Background

In general language is learned to communicate, and speaking skill becomes one of the most direct ways to demonstrate learners' ability to communicate. Speaking skills are really important in English Language Learning because it represent a key aspect of communicative competence. It not only shows learners' understanding of the language but also indicates how effectively they are able to use it in real-life contexts.

According to Brown (2004) speaking is a productive skill that can be observed directly. However, its assessment may be influenced by the listener's level of comprehension, which can affect the validity and reliability of the results. In classroom settings, speaking usually takes place through interaction and is largely shaped by the way speaking activities are designed. Unlike receptive skills such as reading and writing, speaking has its own characteristics, as it requires learners to manage fluency, accuracy, and pronunciation simultaneously in real-time communication.

Harmer (2007) also noted that speaking does not only involve knowledge of language forms, but the ability to respond to ideas as they arise. In speaking activities, learners often have very little time to plan what they want to say, which means they must process information quickly while maintaining fluency. For this reason, fluency becomes an important element in achieving effective interaction. This is also why language proficiency tests such as TOEFL and IELTS include

speaking components, as they aim to capture learners' overall ability to use language in real communication.

According to Harris (1974), there are five important aspects of speaking: comprehension, grammar, vocabulary, pronunciation, and fluency. These aspects indicate that speaking is not merely a matter of technically arranging words. Rather, learners need to construct sentences while conveying meaning in a clear and natural manner. Ultimately, speaking ability involves a combination of cognitive readiness and self-confidence.

Even though they have mastered grammar quite well, many students still find it difficult to speak. As reported by Sokip (2020), this problem often stems from anxiety and low motivation, mainly due to a fear of making mistakes. This shows that obstacles to speaking are not always a matter of technical ability, but depend heavily on the psychological factors of the students themselves such as their self-confidence and how they view their language skills.

Referring to Norton's view in Nicolaides and Mira (2020), identity in language education is not something fixed, but rather dynamic and constantly changing depending on the interaction between individuals and their learning context. This view seems to shift our focus; from initially only looking at language psycholinguistically, it now broadens to sociocultural factors. Here, language is no longer just a technical communication tool, but a space for learners to express their identity, emotions, and collective experiences.

Krashen (1986), through his Affective Filter Hypothesis, provides a clear picture of how emotions such as anxiety or confidence can determine a person's success in learning a language. Simply put, when students feel comfortable, their "filter" opens and language is more easily absorbed. Conversely, fear becomes an obstacle. Interestingly, this is in line with Norton's (2000) thinking about dynamic identity. So, when someone speaks in a second language, they are not just stringing sentences together, but actually forming their new identity in that language.

In the EFL context, students' self-identity can significantly affect their speaking skill. Those who internalize negative beliefs such as "I'm not good at English" may

avoid speaking, while those who integrate English into their sense of self are likely to be more expressive and fluent.

Research by Rippengale (2022), entitled Foreign Language Anxiety and its Effect on Language Ego and Skill, provides strong support for this perspective. The study demonstrates that classroom anxiety and identity-related aspects, such as ego boundaries, have a significant influence on language development. These findings indicate the need for further exploration of identity-related factors in relation to speaking ability.

Similarly, Sholah and Ilmi (2021) highlighted the important role of psychological aspects, particularly self-esteem, in shaping students' speaking skills. They emphasized the responsibility of teachers in creating a supportive classroom environment that promotes learners' psychological well-being. However, while their study addresses self-esteem, there remains limited research that specifically examines self-identity as a key psychological factor influencing speaking ability. This gap forms the focus of the present study.

Based on this gap, the study focuses on the relationship between learners' self-identity and their speaking skill. This focus is grounded in the view that learners' perceptions of themselves as language users strongly influence their willingness to speak, not only their mastery of grammar or vocabulary. In practice, it is often found that learners who have sufficient language knowledge still hesitate to speak because they are afraid of making mistakes or being judged by others. Such hesitation suggests that psychological barriers, rather than linguistic limitations, play a crucial role in speaking performance.

For this reason, this study examines how self-identity influences speaking skill in EFL learners. Drawing on Krashen's Affective Filter Hypothesis and perspectives from identity theory, the study seeks to understand the internal factors that may either hinder or support students in using English orally in the classroom.

1.2 Research Question

Based on the issues identified in the background section, the researcher poses the following research question:

1. How do EFL learners perceive their self-identity in relation to English speaking skill?
2. What is the speaking ability of EFL learners?
3. Is there a correlation between EFL learners' self-identity and their speaking skill?

1.3 Objective of The Research

Based on the research question above, the objectives of this research are to investigate how EFL learners perceive their self-identity, to analyze the speaking skill level of EFL learners, and to find out the correlation between self-identity and speaking skill.

1.4 Uses of The Research

In relation to the objective of the research, the findings of the study may be useful both theoretically and practically:

1. Theoretically
   By bringing identity into the discussion, this study contributes to a deeper understanding of psychological factors in second language acquisition, particularly the role of self-identity in relation to speaking skill. The study also offers a sociocultural perspective on language learning that extends beyond a purely psycholinguistic view.
2. Practically
   The findings of this study suggest that students' difficulties in speaking are not always caused by limited language knowledge. In many cases, these difficulties are closely linked to psychological barriers, particularly the way learners view themselves as English users. Recognizing this issue may help English teachers create classroom environments that feel more supportive

and affirming for students. At the same time, learners may benefit from becoming more aware of how their self-identity affects their speaking performance and from finding ways to build confidence when using English.

1.5 Scope of the Research

This research focuses on investigating the relationship between self-identity and speaking skill among EFL learners. The study is limited to undergraduate students of the English Education Department at the University of Lampung who are currently taking English speaking class. It does not cover other language skills such as reading, writing, or listening. The data will be collected through questionnaires and speaking skill assessments during the third semester of the 2025/2026 academic year.

1.6 Definition of Terms

To avoid mistakes and misinterpretation of the research, the researcher provides some terms related to the research. Here are the definitions of terms mentioned previously:

1. Self-Identity

   In the context of language learning, self-identity refers to how individuals perceive and define themselves in relation to the target language. It influences learners' emotional responses, confidence, and comfort when engaging in language use (Norton, 2000).

2. Speaking Skill

   Speaking skill refers to the learners' ability to produce spoken language effectively and appropriately in real-time communication. This includes accuracy, fluency, pronunciation, vocabulary use, and comprehension (Harris, 1974).

3. EFL Learners

   English as a Foreign Language (EFL) learners are individuals who study English in a context where English is not the primary language of daily communication.

This chapter has discussed the background of the study, research questions, research objectives, uses of the research, scope, and definition of key terms.

II. LITERATURE REVIEW

In order to provide a strong theoretical foundation for this study, this chapter discusses several key points including the concept of self-identity in language learning, the nature of speaking skill in the EFL context, the relationship between self-identity and speaking skill, relevant previous studies, the theoretical framework, and the conceptual framework that guide this research.

2.1 Self-Identity in Language Learning

1. Definition of Self-Identity

In the context of language learning, self-identity refers to the way learners perceive and define themselves in relation to the target language, the learning environment, and the communities that speak that language. Norton (1995, 2000) argues that identity is not fixed or static, but rather a dynamic and evolving construct, shaped through social interaction and power relations. Learners continuously negotiate their identities through their language use each act of speaking, participating, or even choosing not to speak reflects a personal and social positioning.

Kramsch (1998) similarly views language as more than a neutral tool for communication; it is a symbolic system through which identity is constructed and contested. For many language learners, engaging with a new language means entering unfamiliar cultural and social spaces. This often leads to a sense of shifting identity, where the learner must navigate between who they are and who they are becoming in the target language. The way learners view themselves in this process can affect their comfort, participation, and even their willingness to speak.

In her view, learners' motivation and willingness to speak are not just influenced by their linguistic competence, but also by how they see themselves in relation to the language they are learning. If learners feel that using the language threatens their self-image, or that they do not "belong" in the social world of the target language, they may become silent or hesitant to speak, even if they have the ability.

These perspectives highlight that self-identity is not only tied to broader social and cultural structures, but also has a direct influence on how learners interact with language in daily and academic contexts. In learning English as a foreign language, especially in environments where the target language is not used outside the classroom, the role of identity becomes even more complex. How learners perceive themselves in relation to English can shape how they choose to speak, how much they invest in speaking, and how they experience their speaking ability as part of who they are.

2. Dimensions of Self-Identity

Self-identity is a multifaceted construct that helps explain differences in learners' behavior and attitudes when speaking the target language. While identity is influenced by general personal and social factors (Erikson, 1968; Tajfel & Turner, 1979), this study focuses on aspects most relevant to language learning contexts, particularly those aligned with learner behavior, confidence, and perception during English use.

1) Personal Identity

Personal identity refers to the distinctive traits, values, and self-perceptions that define an individual. Erikson (1968) views it as a coherent sense of self shaped by experiences and interactions, while Breakwell (1986) adds that it evolves through integrating new self-information and evaluating its fit with one's self-concept. In language learning, personal identity affects how learners view their abilities and engage in speaking, with confident individuals more willing to communicate than those with who not feeling sure about themselves.

2) Social Identity

Social identity is the part of an individual's self-concept derived from their membership in social groups (Tajfel & Turner, 1979). Hogg and Abrams (1988) describe this as "the group in the individual," where as belonging to certain groups shapes self-perception and behavior. In language learning, identifying as an "English speaker" can enhance willingness to communicate, while a negative view of the group may reduce participation.

3) Cultural Identity

Cultural identity refers to an individual's sense of belonging to a particular culture, shaped by shared language, traditions, and values (Kramsch, 1998). It influences how learners position themselves between their native culture and the target language culture. For example, an EFL learner from a collectivist society may adapt more indirect communication styles when speaking English.

4) Imagined/Future Identity

Imagined or future identity is the vision of the person one aspires to become, including desired roles, skills, and affiliations (Norton, 2000). This dimension often drives learners' motivation, such as imagining themselves as fluent English speakers in professional or global contexts, which can significantly affect their investment in speaking activities.

These four dimensions show that self-identity is not only about how people see themselves individually, but also how they connect with groups, cultures, and their own future goals. In language learning, these dimensions shape learners' confidence, motivation, and willingness to speak. Understanding these dimensions helps explain why speaking skill is influenced by more than just grammar or vocabulary, it is also deeply connected to how learners define and value themselves as users of the language.

3. Differences Between Identity and Personality

McCrae and Costa (1999) emphasize that personality consists of relatively stable traits (such as extraversion or neuroticism), while identity is fluid and dynamic, shaped by context, social interaction, and experience (Erikson, 1968; Norton, 2000). Personality provides the underlying dispositions, whereas identity reflects how learners negotiate who they are within specific language learning environments.

2.2 Speaking Skill in EFL Context

Brown (2004) emphasizes that speaking is classified as a productive language skill because it involves the active generation of spoken language, which can be directly observed and measured. However, he also warns that the process of evaluating speaking skill is not always straightforward. One of the key challenges lies in the subjectivity of assessment, particularly since the listener's level of comprehension can influence how the speaker's skill is perceived. This subjectivity can lead to potential issues concerning validity (whether the assessment truly measures what it intends to) and reliability (whether the assessment is consistent across different occasions or evaluators). In the context of formal education, speaking most often takes place through interactive activities such as discussions, role plays, or oral presentations. The effectiveness of these speaking instances is greatly shaped by how well the classroom tasks are designed, structured, and executed.

When compared to receptive skills like reading and listening, which primarily involve the internal processing of input, speaking stands out due to its dynamic, outward-facing nature. It requires learners not only to possess linguistic knowledge, but also to apply it instantly and appropriately in real-time communication. Key characteristics of effective speaking include fluency (the ability to speak smoothly without hesitation), accuracy (the correctness of grammar and word usage), and pronunciation (clear articulation that enables listener comprehension).

According to Brown (2004), these elements serve as the basis for analyzing students' speaking ability and provide a framework for understanding their performance:

a) Pronunciation and Phonological Skills

These skills include the accurate articulation of sounds, stress, rhythm, and intonation patterns. Clear pronunciation ensures intelligibility and allows speakers to be understood without excessive effort from the listener.

b) Grammatical Accuracy

Brown highlights the importance of using appropriate grammatical structures in oral communication. Mastery of grammar enables learners to produce well-formed utterances and contributes to clarity in meaning, reducing the risk of miscommunication.

c) Vocabulary Use

Effective speaking requires a sufficient range of vocabulary to express ideas, emotions, and concepts appropriately. A limited lexicon can restrict a learner's ability to participate fully in conversation, while rich vocabulary use enhances fluency and precision.

d) Fluency and Cohesion

Fluency refers to the ability to speak smoothly with natural pacing and minimal hesitation. It also involves connecting ideas logically and coherently, which reflects both linguistic competence and confidence in communication.

e) Comprehension and Interactive Skills

Beyond producing language, effective speaking requires the ability to understand messages and respond appropriately in real-time interaction. This includes skills such as turn-taking, responding to questions, and adapting speech based on the listener's feedback.

As a result, Brown's framework emphasizes that speaking is not only a matter of producing correct sentences, but also of integrating multiple linguistic and psychological factors in order to achieve effective communication.

In the context of language learning, fluency reflects not only linguistic competence but also the speaker's psychological readiness and confidence in using the language. A high level of fluency enables learners to express their thoughts and emotions effectively, allowing for more engaging and interactive conversations. Therefore,

fluency is often seen as a key marker of speaking proficiency, and developing it is essential for achieving communicative success in real-life situations.

These components reveal that speaking is a multifaceted skill that requires more than just the mechanical reproduction of memorized words or sentences. Learners must be able to understand context, apply the correct structures, choose appropriate vocabulary, pronounce words intelligibly, and express ideas fluidly. Therefore, speaking skill can be seen as the result of a complex interplay between cognitive factors (such as knowledge and mental processing) and affective factors (such as confidence, anxiety, and motivation), making it one of the most intricate and demanding skills to master in second language acquisition. EFL learners face many challenges with speaking. As explained, there are two factors that hinder speaking: cognitive factors and affective factors. Many people do not realize that affective factors, such as anxiety, self-confidence, and others, can significantly influence one's speaking ability. Even though someone may have a decent vocabulary, it does not guarantee that the person is proficient in speaking.

Brown (2004) classifies speaking into several types, namely interactive, transactional, interpersonal, responsive, intensive, and extensive speaking. Interactive speaking refers to two-way communication that involves turn-taking, such as conversations or discussions. Transactional speaking is primarily aimed at conveying or exchanging information, while interpersonal speaking is used to maintain social relationships. Responsive speaking involves short replies to questions or comments, and intensive speaking is often practiced in controlled situations to emphasize specific linguistic forms. Finally, extensive speaking requires learners to produce longer stretches of discourse, such as in oral reports, speeches, or storytelling.

This research focuses on extensive speaking, particularly storytelling, since it requires learners to produce a coherent and continuous spoken discourse. Through storytelling, learners demonstrate various aspects of speaking ability, including fluency, accuracy, pronunciation, vocabulary, and coherence, which are essential indicators for assessing their overall speaking performance.

This study adopts the CAF-based rubric proposed in Mahpul's (2014) dissertation, as it offers a more comprehensive and task-oriented perspective. Unlike Harris, which focuses mainly on linguistic features such as grammar and pronunciation, or Brown, which emphasizes broader aspects like interaction and comprehension, Mahpul's rubric integrates real-time performance features through the dimensions of Complexity, Accuracy, and Fluency (CAF). These three dimensions provide a more nuanced framework for assessing learners' oral production, particularly in task-based activities such as storytelling.

Given the complexity of speaking as both a cognitive and affective process, it is necessary to further examine how learners' psychological conditions, particularly their motivation, expectations, and self-identity, influence their oral performance. This provides the rationale for exploring the interplay between beliefs and identity in relation to speaking skill.

Furthermore, Mahpul's framework was specifically developed and validated in the Indonesian EFL context, making it highly relevant and contextually appropriate for the current study. This alignment allows the assessment to reflect learners' actual speaking competence more accurately, which is essential for this research.

2.3 Relationship Between Self-Identity and Speaking Skill

Norton (2000) defines identity as "how a person understands his or her relationship to the world, how that relationship is constructed across time and space, and how the person understands possibilities for the future" (p. 5). In language learning, identity is seen as dynamic and socially constructed, shaped by learners' interactions, environments, and the power relations they experience. Because of this, learners' sense of self may shift over time, especially in response to how they engage with the target language.

Learning a language, as Norton suggests, is not only about acquiring vocabulary or mastering grammar, but also about forming and reshaping one's sense of self in relation to the language and its speakers. As learners participate in conversations, classroom interactions, or informal exchanges, they are constantly navigating who they are and how they present themselves. This negotiation often influences how

much they choose to engage, how confident they feel, and how they approach speaking tasks in general.

This idea intersects with the emotional aspect of language learning. Krashen's (1982) Affective Filter Hypothesis explains how factors such as anxiety, motivation, and self-confidence can either support or hinder language development. When learners feel anxious, unsure, or disconnected from the language, they may be less likely to take part in speaking activities, even when they have the linguistic ability to do so. On the other hand, a low affective filter marked by comfort, confidence, and emotional safety can lead to more effective language use, especially in speaking.

These emotional states are often closely tied to how learners view themselves. For instance, someone who feels they don't belong in "English-speaking spaces" may hold back from speaking, regardless of their vocabulary range. Meanwhile, others who see English as part of who they are may express themselves more freely and confidently.

This is related to what is sometimes called language ego, where the learner's personal identity and language use are deeply connected. For many EFL learners, the struggle in speaking English is not always technical it can also be psychological. Fear of sounding unnatural, being judged, or losing one's native voice may contribute to silence or hesitation, even in learners who are linguistically capable. In Indonesia, for example, many students are expected to speak English in formal or academic settings, but often carry an internal narrative that English is "not part of them." This narrative can influence not just how they speak, but whether they choose to speak at all. Conversely, those who embrace English as part of their academic or personal identity often show greater ease and fluency in oral communication.

Language plays a significant role in shaping an individual's worldview, self-esteem, and social interaction. As Nayef and Hameed (2024) note, it influences how people grow, connect with others, and navigate various domains of life. In this sense, speaking ability in a foreign language is more than just a skill it reflects how learners position themselves in the world and how they experience their own voice.

2.4 Previous Studies

Numerous studies have explored the influence of affective and psychological factors on students' speaking skills in EFL settings. These studies consistently show that non-linguistic variables such as self-confidence, motivation, and anxiety play significant roles in shaping speaking performance. However, most of these investigations have not addressed the deeper and multidimensional construct of self-identity, which the present study seeks to examine.

Sumardi, Dollah, and Farahdiba (2022) conducted a quantitative correlational study titled The Correlation Between Self-Confidence and Speaking Ability of the Tenth Grade Students of SMAN 3 Enrekang. Their findings revealed a moderate positive correlation ($r = 0.55$) between self-confidence and speaking ability, indicating that learners who possess higher confidence tend to perform better. Yet, this study did not extend its scope to the broader psychological construct of self-identity.

Similarly, Kiruthiga and Christopher (2022), through a literature-based study entitled The Impact of Affective Factors in English Speaking Skills, examined how motivation, anxiety, and self-confidence shape learners' oral performance. Their analysis, aligned with Krashen's Affective Filter Hypothesis, concluded that confidence and motivation strongly support oral communication. Nevertheless, the study focused solely on affective components and did not consider learners' internal perceptions of identity as a potential influence on their speaking behavior.

A regression-based study published in Lentera: Jurnal Ilmu Tarbiyah dan Kependidikan (2023) also found that self-confidence and motivation positively affect speaking skills, whereas anxiety does not show a significant impact. This reinforces the importance of affective variables but still lacks attention to the more complex domain of identity construction.

Another relevant quantitative study by Waluyo and Rofiah (2021) analyzed the role of self-confidence, English proficiency, and teacher feedback in university students' speaking skills. Using factor analysis and regression with 390 Thai university students, the study identified two dimensions of self-confidence—situational/potential and communication confidence. Their results indicated that English proficiency was the strongest predictor of speaking performance, while self-confidence and feedback indirectly influenced oral outcomes. These findings show that affective factors do matter, but their predictive power varies across contexts and tasks.

From a sociocultural perspective, a study by Nayef and Hameed (2024) examined the relationship between language and identity more broadly. Their findings emphasized that language shapes an individual's worldview, social interactions, lifestyle, and sense of self. Although this study effectively illustrates how language influence identity, it does not investigate how identity subsequently shapes language performance, particularly in speaking.

Identity has long been recognized as a central construct in second language acquisition, influencing how learners position themselves in communicative situations and how they invest in language learning. Norton (2013) argues that identity is dynamic, socially constructed, and continuously negotiated through interaction. Learners' sense of who they are as L2 users shapes their motivation, emotional engagement, and willingness to speak all of which directly affect speaking performance.

Empirical evidence further supports this claim. Tavakkoli et al. (2014) demonstrated that different identity statuses especially achieved versus diffused identities correlate significantly with EFL learners' language proficiency. Learners

with stronger, more coherent self-concepts tended to perform better, suggesting that identity influences proficiency through increased engagement and persistence.

Thao and Thuy (2025) also highlighted how learners' identities are reflected in their emotional reactions to feedback. Their study found that students' interpretations of teacher feedback are closely tied to their self-perception as language learners. When learners view themselves positively, they respond constructively to feedback and participate more actively. Conversely, those with fragile identities tend to experience anxiety or avoidance, which negatively affects their oral performance.

These findings align with Krashen's Affective Filter Hypothesis, which posits that emotional variable such as confidence, anxiety, and self-beliefs can either facilitate or block language acquisition. Identity, as shown in the studies above, interacts closely with affective states: learners with strong identity investment typically exhibit lower affective filters, while those with identity-related insecurities experience heightened emotional barriers.

Collectively, the literature demonstrates that identity is not merely an internal psychological trait but a socially mediated construct that shapes learners' engagement, responsiveness to feedback, and overall language development. These studies support the relevance of investigating identity within EFL contexts, especially in Indonesia where exposure to communicative English largely depends on classroom interaction.

While many earlier studies emphasize the importance of affective factors such as self-confidence and motivation, few have examined the specific role of self-identity particularly how learners view themselves as English users and how this internal perception influences speaking skill. Most research tends to isolate individual emotional variables without considering the broader and socially constructed nature of identity described by Norton (2000, 2013).

Furthermore, only a limited number of studies employ a mixed-method approach that captures both the measurable correlation and the subjective perceptions of learners regarding identity and speaking performance. Therefore, the present study aims to address this gap by examining the relationship between self-identity and

speaking skill among EFL learners using both quantitative and qualitative methods, providing a more holistic understanding of how internal self-perception affects students' willingness and ability to speak English.

2.5 Theoretical Framework

This study is grounded in two major theoretical perspectives that explain the psychological and social dimensions of second language acquisition: Norton's Theory of Identity and Krashen's Affective Filter Hypothesis.
1. Norton's theory of identity in language learning (1995, 2000)

Identity as dynamic, multiple, and socially constructed. In her view, language learning is not only a cognitive process but also a social one, in which learners negotiate who they are in relation to the target language and its speakers. Learners construct and reconstruct their identity through language use, and this process directly affects their participation, motivation, and willingness to speak.

2. Krashen's Affective Filter Hypothesis (1982)

In addition, this study also draws on Stephen Krashen's (1982) Affective Filter Hypothesis. Krashen's (1982) Affective Filter Hypothesis proposes that emotional factors can either support or hinder second language acquisition. This concept suggests that even when learners are exposed to comprehensible input, the extent to which they internalize the language depends on their emotional state.

3. Mahpul's CAF (Complexity, Accuracy, and Fluency) Framework (2014)

provides a comprehensive and contextually appropriate model for evaluating oral production in the Indonesian EFL setting. By integrating Norton's view of identity, Krashen's affective construct, and CAF-based assessment, this framework highlights that learners' speaking ability is shaped not only by linguistic and cognitive resources but also by psychological and identity-related dimensions.

Based on these theoretical foundations, this study assumes that self-identity influences students' speaking performance through its impact on their affective states and their willingness to invest in language use. Thus, the conceptual model of this research posits that learners with a stronger and more positive self-identity

as English users are more likely to demonstrate higher levels of speaking proficiency in terms of complexity, accuracy, and fluency.

2.6 Conceptual Framework

This study is based on the assumption that self-identity plays a significant role in shaping learners' skill in speaking English as a foreign language. Drawing from Norton's (2000) theory, identity is not static, but rather fluid, constructed through language use, and influenced by social interactions, power dynamics, and learners' perceived positions within language communities. Learners who have a strong, positive sense of identity as English users are more likely to invest in speaking activities, express themselves more confidently, and take active roles in communication.

In line with Krashen's (1982) Affective Filter Hypothesis, emotional factors such as anxiety, self-confidence, and motivation can act as barriers or facilitators in the process of acquiring language skills. Learners with internal identity conflict may experience a heightened affective filter, reducing their willingness to speak or their ability to perform well in speaking tasks. On the other hand, learners who embrace English as part of their self-image may feel emotionally safe and linguistically empowered to engage in oral communication.

Based on these perspectives, this study hypothesizes that there is a relationship between students' self-identity and their speaking skill. Self-identity is expected to influence learners' affective conditions (such as confidence and willingness to speak), which then impact their actual speaking skill.

The diagram illustrates the influence of self-identity on affective factors, which in turn affect learners' speaking skill. This framework shows that speaking ability is not only a linguistic outcome but is shaped by the learner's perception of self and their emotional readiness to speak.

2.7 Hypothesis

Hypothesis is made referring to the formulation of the problem that has been mentioned previously. Based on several theories from the literature review and previous research that have been explained before, particularly those related to identity theory proposed by Bonny Norton and the Affective Filter Hypothesis proposed by Stephen Krashen, the hypotheses proposed in this research are as follows:

H_0: There is no significant correlation between students' self-identity and their speaking skill.

H_1: There is a positive and significant correlation between students' self-identity and their speaking skill.

Thus, the theories that have been explained above include: the definition of self-identity, the dimensions of self-identity, the concept of speaking skill, the aspects of speaking assessment based on the CAF framework, previous research findings, theoretical framework, conceptual framework, and hypotheses.

This chapter has discussed the theoretical foundations and empirical findings related to speaking skill, self-identity, and affective factors, which together form the basis of the present study. These perspectives guide the development of the research questions and the analytical framework used in this study.

III. METHODS

This chapter discussed the methodology that the researcher used in this research. It covered the research design, variables, participants, instruments, validity, reliability, data collection procedures, data analysis, and ethical considerations.

3.1 Research Design

This study employed a quantitative correlational research design to investigate the relationship between learners' self-identity and their speaking skill. According to Creswell (2014), a quantitative correlational design is appropriate when the researcher aims to examine the degree and direction of the relationship between two or more variables without manipulating them or establishing causal effects. Therefore, this design was considered suitable for the present study, as it focused on identifying patterns of association rather than determining cause-and-effect relationships.

The data in this study were collected in numerical form through a self-identity questionnaire and a speaking performance assessment. Students' self-identity was measured using a Likert-scale questionnaire, while their speaking skill was assessed using a CAF-based (Complexity, Accuracy, Fluency) rubric adapted from Mahpul (2014). These quantitative data sets enabled statistical analysis using Pearson Product–Moment Correlation to determine the strength and significance of the relationship between self-identity and speaking skill.

In line with Creswell's (2014) explanation of quantitative research, this design emphasizes objectivity, measurement, and statistical analysis to test hypotheses derived from existing theories. By employing a correlational approach, this study sought to provide empirical evidence regarding whether learners' self-identity is related to their speaking performance in an EFL context.

The use of a quantitative correlational design allowed the researcher to systematically analyze the relationship between the two variables and to draw conclusions based on statistical results. This approach ensured that the findings were grounded in measurable data and could contribute to a clearer understanding of the role of self-identity in EFL learners' speaking skill.

3.2 Variables

This study involved two variables: the independent variable and the dependent variable.

1. Speaking Skill as the Dependent Variable (Y)

    It was categorized as a dependent variable (Y) because speaking skill represented the outcome examined in this study. It was the result that might be influenced by learners' self-identity as the independent variable.

2. Self-Identity as the Independent Variable (X)

    Self-identity was categorized as the independent variable (X) because it was assumed to have a potential influence on the students' speaking skill. This variable served as the basis for analyzing whether or not there was a significant relationship with the dependent variable.

3.3 Participants

The participants in this study were students of the English Department at the University of Lampung who were enrolled in a Speaking class during the 2025/2026 academic year. The research was conducted in a single intact class, with participants aged approximately between 18 and 20 years old. Adult learners were chosen on the basis that they possessed a greater level of maturity and self-awareness, including emotional responses such as fear of being judged or making mistakes factors that were intrinsically linked to the notion of self-identity explored in this study.

The data for this study were collected from a single class of English Department students at the University in Bandar Lampung. The questionnaires and speaking tests were administered to all students in that class.

3.4 Instruments

This study used two main instruments to collect data: questionnaires and a speaking test. These instruments were designed to answer the research questions from quantitative perspective.

1) Questionnaire

This study employed a self-developed self-identity questionnaire grounded in Erikson, 1968; Tajfel & Turner, 1979 based on Norton's (1995, 2000) theory of language learner identity. The instrument was constructed based on key theoretical concepts and findings from previous studies on EFL learner identity to ensure its conceptual relevance. The questionnaire consisted of 15 items measured using a 5-point Likert scale, ranging from 1 (Strongly Disagree) to 5 (Strongly Agree), designed to quantitatively measure learners' perceptions of their self-identity in relation to English learning.

Each item was accompanied by a brief optional response space that allowed participants to clarify or contextualize their answers. However, these responses were not analyzed as qualitative data, but were used solely as descriptive notes to support the interpretation of the quantitative findings. The primary data analysis of this study relied on numerical scores obtained from the Likert-scale items, which were subjected to statistical analysis.

The questionnaire items were developed to reflect key dimensions of learner identity proposed by Norton, particularly learners' self-perception, confidence, emotional engagement, and sense of investment in using English. By employing a theory-driven and quantitatively oriented instrument, this study ensured that the measurement of self-identity remained systematic, objective, and suitable for correlational analysis.

Table 1. Table of Specification

Aspect (Dimension)	Theoretical Indicator	Item No.	Number of Items
Pronunciation	Ability to pronounce vowels, consonants, and use prosodic features (stress, intonation)	3, 4, 5	3
Fluency	Ability to speak smoothly without excessive fillers	6, 7, 8	3
Linguistic Features	Ability to create sentences with complex grammar. Understand and follow conversations in English	1, 2, 9	3
Extra Linguistic Features	Ability to use gestures and facial expressions naturally	10, 11	2
Personal Identity	Confidence and self-expression when speaking English	12	1
Social Identity	Sense of belonging/exclusion in English-speaking groups	13	1
Cultural Identity	Awareness of cultural difference when using English	14	1
Imagined/Future Identity	Seeing English as shaping future self and goals	15	1
Total		1–15	15

2) Speaking Test

To measure the participants' speaking skill, this study employed an extensive speaking task, namely storytelling. According to Brown (2004), extensive speaking required learners to produce longer oral discourse such as speeches, reports, or storytelling. This type of task provided opportunities for learners to demonstrate their ability in extended spoken production beyond short responses or dialogues.

In this research, the storytelling test was chosen because it reflected students' ability to organize ideas into a coherent narrative and deliver them orally. Through

storytelling, students' fluency, accuracy, pronunciation, vocabulary, and coherence could be assessed simultaneously. Each participant was asked to tell a short story in English based on a visual prompt or personal experience. The speaking skills were recorded and later assessed using a CAF-based rubric (Complexity, Accuracy, Fluency), adapted from Mahpul (2014). The rubric used a 10-point scale for each component, allowing the researcher to quantify speaking ability for further analysis.

Table 2. Rubrics of Speaking Assesment Mahpul (2014)

No.	Aspect of Speaking Assesment		1 2 3 4 5 6 7 8 9 10 Very Poor Very Good
1.	Pronunciation	Segmental phonemes (vowels and consonants)	
		Supra segmental Phonemes (stress, intonations)	
2.	Fluency	Speech flows/fluidity (smoothness)	
		Hesitation and pauses	
		Speech Rate	
3.	Linguistic Features	Syntax	
		Vocabulary (Variations and Word choices)	
		Omissions (e.g., the copular verbs, articles)	
4.	Extra-linguistic Features	Gestures/body language (e.g., eye contact, facial expressions, hands, etc)	

3.5 Instrument Validity and Reliability

Since the instruments used in this study were adopted and adapted from previously validated sources, their validity and reliability were taken into consideration to ensure the accuracy and trustworthiness of the data collection.

a. Questionnaires

The EFL Identity Scale was constructed specifically for this study, drawing on key theoretical concepts from Erikson, 1968; Tajfel & Turner (1979). Because the instrument was newly developed, a pilot test was conducted to ensure clarity, readability, and item suitability for the Indonesian EFL university context. The pilot test involved a small group of students with similar characteristics to the main participants, and their feedback was used to revise ambiguous wording and refine the overall structure of the questionnaire. After the revisions were completed, expert validation was carried out by two lecturers from the English Education Study Program at the University of Lampung to evaluate content relevance and conceptual accuracy. Only after the pilot test and expert judgment confirmed the instrument's appropriateness was the final version administered in the study. Cronbach's Alpha was used because the questionnaire consisted of multiple Likert-scale items designed to measure a psychological construct, namely students' self-identity. This method was applied to examine the internal consistency of the items and to ensure that the instrument was reliable before conducting further statistical analysis

b. Speaking Test

The speaking skill of the participants was assessed through a storytelling task evaluated using a CAF-based rubric adapted from Mahpul (2014). The adaptation involved minor modifications to align the rubric with a monologic task instead of dialogic skill. The scoring rubric is used to be the construct validity to ensure the assessment consistency.

To ensure scoring reliability, two raters were involved in evaluating the speaking skills: the researcher and a Lecturer. Prior to rating, both raters discussed the rubric descriptors and calibrated their understanding of the scoring criteria. The inter-rater reliability was assessed using Cohen's Kappa, aiming for a substantial level of agreement.

3.6 Data Collection Procedures

The data collection process in this study was divided into two main stages: the Preparation Stage and the Implementation Stage. This process was carried out in a single class of English Department students at the University in Bandar Lampung during the academic year 2025/2026.

1) Preparation Stage

In this stage, the researcher prepared all instruments needed for data collection, including the EFL Identity Scale and CAF-based speaking rubric. These instruments were reviewed by two experts in English education to ensure their clarity, relevance, and appropriateness.

The researcher also arranged the schedule for administering the questionnaires coordinated with the class lecturer. Consent was also obtained from the participants prior to data collection.

2) Implementation Stage

Phase 1

The questionnaires were distributed through Google Forms and completed by all students. Instead of conducting a new speaking test, this study used the students' existing speaking-task videos that had already been recorded for their class assignment. These videos were then collected and used as the speaking performance data for assessment. The raters will give the score based on the same scoring rubric Mahpul (2014).

Phase 2

After collecting the questionnaire results and the existing speaking-task scores, all data were compiled for correlation analysis. The self-identity scores and speaking scores were analyzed using Pearson's correlation and Brown's significance test in SPSS.

3.7 Data Analysis

This study employed quantitative data analysis techniques to examine the relationship between learners' self-identity and their speaking skill. The analysis

focused on numerical data obtained from the self-identity questionnaire and the speaking performance assessment.

3.7.1 Questionnaire

Responses from the self-identity questionnaire were analyzed quantitatively. Each item was scored using a 5-point Likert scale, and the data were processed to obtain descriptive statistics, including mean scores and standard deviations. The total self-identity score for each participant was calculated by summing the item scores. These numerical results represented learners' overall self-identity levels and were used for correlational analysis.

Any additional written comments provided by participants were not subjected to qualitative analysis and were used only as descriptive notes to support the interpretation of the quantitative findings.

3.7.2 Speaking Test

The speaking test was analyzed using the CAF framework. Complexity, accuracy, and fluency were evaluated based on students' recorded performances. Two raters assessed the data and resolved scoring differences through discussion.

3.7.3 Comparison and Intepretation

After the questionnaire and speaking scores were obtained, Pearson Product–Moment Correlation was applied to determine the relationship between learners' self-identity and their speaking skill. This statistical analysis aimed to identify the strength and significance of the correlation between the two variables. The interpretation of the results was based on correlation coefficients and significance values, without establishing causal relationships.

3.8 Hypothesis Testing

The hypothesis of this research was tested by using Pearson Product Moment Correlation to determine whether there is a significant correlation between students' self-identity and their speaking skill. The statistical analysis was conducted using a significance level of 0.05 ($\alpha = 0.05$).

The hypotheses are formulated as follows:

H_0: There is no significant correlation between students' self-identity and their speaking skill.

H_1: There is a positive and significant correlation between students' self-identity and their speaking skill.

The criteria for testing the hypothesis are as follows:

If the significance value (Sig. 2-tailed) is greater than 0.05 ($p > 0.05$), H_0 is accepted and H_1 is rejected. This means there is no significant correlation between the variables. If the significance value (Sig. 2-tailed) is less than 0.05 ($p < 0.05$), H_0 is rejected and H_1 is accepted. This means there is a significant correlation between the variables.

In addition, the strength of the correlation is interpreted based on the correlation coefficient (r) value to determine whether the relationship is very low, low, moderate, strong, or very strong.

Table 3. Interpretation of Correlation Coefficient by Sugiyono (2019).

Coefficient Interval	Level of Correlation
0.00 – 0.199	Very Low
0.20 – 0.399	Low
0.40 – 0.599	Moderate
0.60 – 0.799	Strong
0.80 – 1.00	Very Strong

3.9 Ethical Consideration

This study followed ethical research principles to ensure the rights, safety, and privacy of all participants. They were informed about the purpose of the study and assured that participation was voluntary. Informed consent was obtained, and anonymity and confidentiality were guaranteed. All collected data were stored securely. This research also received approval from the thesis supervisor and was conducted under the ethical guidelines of the English Education Program from the University.

In summary, this chapter presents the research methods, including the research design, variables, participants, instruments, data collection, data analysis, and hypothesis testing.

V. CONCLUSION AND SUGGESTION

5.1 Conclusion

This study examined the relationship between students' self-identity and their speaking skill by analyzing quantitative data obtained from a self-identity questionnaire and a speaking performance assessment. The analysis focused on students' self-identity levels, their speaking performance, and the statistical relationship between the two variables. The interpretation of the findings was guided by Norton's Identity Theory and Krashen's Affective Filter Hypothesis.

The questionnaire results indicate that students generally demonstrated a moderate level of self-identity as English learners. Descriptive statistics show higher mean scores on items related to understanding classroom instructions and perceiving English as beneficial for personal development, while lower mean scores were observed on items related to grammatical complexity and fluency management. These findings suggest variation across different aspects of self-identity as measured by the Likert-scale instrument.

The speaking assessment results show that students' speaking performance was relatively consistent, as indicated by a narrow score range and a small standard deviation. This suggests that most students performed at a comparable level in the speaking task. When the two variables were analyzed using Pearson Product–Moment Correlation, the results revealed a very weak and statistically insignificant relationship between self-identity and speaking skill.

Although theoretical perspectives propose a relationship between learner identity and language performance, the quantitative findings of this study indicate that self-identity did not show a direct linear association with speaking outcomes. One possible explanation is that self-identity is a multidimensional construct, while the

speaking test primarily measured linguistic performance. In addition, the small sample size limited the statistical power of the analysis, which may have reduced the likelihood of detecting a significant correlation.

Overall, the findings demonstrate that students generally possess a moderately positive self-identity as English learners and perform at a relatively consistent level in speaking tasks. However, self-identity did not significantly predict speaking skill in this study. Within the scope of this quantitative investigation, self-identity appears to function as a background factor related to learners' attitudes and engagement rather than as a direct predictor of measurable speaking performance.

5.2 Suggestion

Based on the findings, several implications arise for teaching practice, learning behavior, and future research. For teachers, the results highlight the importance of creating a classroom environment where students feel safe to experiment with language, make mistakes, and express themselves without fear of judgment. Because identity develops through interaction, teachers should provide more opportunities for meaningful communication, such as discussions, debates, and collaborative tasks that allow students to negotiate meaning and express personal viewpoints. Reducing students' affective barriers is also essential; encouraging feedback, supportive classroom routines, and activities that lower anxiety can help students access their full linguistic ability during speaking tasks.

For students, the findings suggest the need to take an active role in developing their identity as English speakers. Engaging voluntarily in conversations, participating in English-based communities, and reflecting on personal progress can support the growth of a more confident linguistic self. Students should also recognize that errors are a natural part of language development and that identity strengthens gradually through use, exposure, and personal reflection.

For teachers, the findings suggest the importance of creating a learning environment that supports students' identity development as English speakers. Teachers are encouraged to provide more opportunities for low-pressure speaking activities where students can express ideas without fear of making mistakes. Emphasizing

meaning and communication over grammatical perfection can help reduce anxiety and build confidence. Teachers may also support students by giving constructive and encouraging feedback that focuses on progress rather than errors. Acknowledging students' efforts and improvement can strengthen their sense of legitimacy as English speakers. In addition, integrating reflective activities such as self-evaluation, short learning journals, or guided reflection after speaking tasks can help students become more aware of their growth and gradually develop a positive speaking identity.

For future researchers, the study opens several possibilities for further investigation. Expanding the sample size would allow for stronger statistical conclusions and greater generalizability. Researchers may also explore identity through deeper qualitative approaches such as interviews, learning narratives, or classroom ethnography to capture nuances that a questionnaire cannot fully reveal. Additionally, investigating related variables such as motivation, language anxiety, willingness to communicate, or access to English outside the classroom may provide a more comprehensive understanding of how identity interacts with performance. Longitudinal studies could offer insight into how identity evolves over time and how this evolution influences speaking development across semesters or academic years.

In conclusion, this study reinforces the notion that identity plays a vital but indirect role in language learning. While it may not directly predict speaking scores, it shapes the emotional and motivational foundation through which learners engage with English. Understanding this complexity helps educators and students alike recognize that language learning is not only a cognitive process but also a deeply personal and social one, where identity, emotions, and experiences intertwine in shaping learners' development.

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