

## ABSTRACT

*This study investigates how international program students in West Java perceive their self-confidence in English speaking communication. It explores psychological and situational factors shaping their confidence, identifies communication challenges, and offers strategies for improvement. By providing insights for educators and institutions, the research aims to foster supportive environments that enhance students' fluency, motivation, and active participation in English. This qualitative case study explores how international program students in West Java perceive their confidence in English speaking communication. Using in-depth interviews and literature review, it aims to interpret students' lived experiences in academic settings. The approach enables a deep understanding of how social and individual factors shape students' communicative confidence within specific educational and cultural contexts. Students' confidence in English speaking communication was shaped by their self-perceived behavioural patterns, emotional experiences, and learning environments. Their confidence developed through personal growth, contextual exposure, and supportive surroundings. Additionally, intrinsic drive and academic goals fuelled their motivation, further strengthening their self-belief in using English effectively across different settings and situations. This study applies Bem's Self-Perception Theory to second-language communication, showing how confidence arises from interpreting behaviour in context. Findings suggest educators foster confidence by encouraging flexible language use and low-stakes speaking. Limitations include a localized, cross-sectional sample. Future research should explore broader contexts, skills, and frameworks to design interventions like mentorship or reflective tools that support student communication confidence.*

*Keywords: Self-confidence, English speaking communication, international class, self-perception theory, second language learning.*