THE TEACHERS' STRATEGIES TO ENCOURAGE STUDENTS' SELF CONFIDENCE IN SPEAKING SKILL AT SMP NEGERI 1 LIKUPANG

THESIS

Submitted as Partial Requirement for the Degree of Education (S.Pd) In Teaching English

Safwa N. Yusuf
NIM: 16.2.6.050

ENGLISH EDUCATION STUDY PROGRAM
FACULTY OF TARBIYAH AND TEACHER TRAINING
STATE INSTITUTE OF ISLAMIC STUDIES MANADO
1442 H / 2021 M
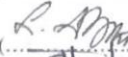
THESIS RATIFICATION

This thesis titled "The Teachers' Strategies To Encourage Students' Self Confidence In Speaking Skill At SMP Negeri 1 Likupang" complied by Safwa N. Yusuf with student registration number 16.2.6.050 a student of English Education Study Program, has been examined and defended in the Munaqasyah session held on 4th November 2021 and has been declared acceptable as one of the requirement to obtain Sarjana Pendidikan (S.Pd) degree with several improvements.

BOARD OF EXAMINERS

The Chairperson : Nur Halimah, M.Hum   (...................)

The Secretary   : Lies Kryati, M.Ed   (...................)

Munaqisy I   : Dr. Andi Mukarramah Nagauleng M.Pd   (...................)

Munaqisy II   : Fadhlan Saini, M.Pd   (...................)

Advisor   : Nur Halimah, M.Hum   (...................)

Advisor II   : Lies Kryati, M.Ed   (...................)

Approved by:
The Dean of Tarbiyah and Teacher
Training Faculty IAIN MANADO

Dr. Ardianto, M.Pd
NIP. 197603182006041003

v

ABSTRACT

Safwa N. Yusuf (2021). The Teachers' Strategies To Encourage Students' Self Confidence In Speaking Skill at SMP Negeri 1 Likupang in the academic year 2020/2021. A thesis. English Education Study Program, Faculty of Tarbiyah and Teacher Training State Institute of Islamic studies Manado.

English will be easier to learn if learners have confidence in their speaking; the better control, the better performance of speaking in their language. In this research, some students have many problems in speaking English, one of which is a lack of confidence that makes them nervous about speaking. This research aimed to discover 1. What are the teachers' strategies to encourage students' self-confidence in speaking skill. 2. How do the teachers implement the strategies to encourage students' self-confidence in speaking skill. The writer used the qualitative method. The research participant was two English teachers and some students from nine grade of SMP Negeri 1 Likupang. In obtaining the data, the writer conducted the observation, interview, and documentation. As a result of the research, the writer found several teachers' strategies to encourage students' self-confidence in speaking skill. There are small group discussions, role play, and rhymes. Following those explanations, the teacher has already used the stages in teaching speaking through the rhymes method. That can make students easily understand them. Furthermore, from the teachers' implementation, the researcher also found that the students enjoyed learning speaking through small group discussion, role play, and rhymes. The students could feel free to interact with their friends. In addition, the strategies used by the teachers were positively perceived by the students. Moreover, it also implied that the teachers successfully encouraged students' self-confidence in speaking skill because students become more active and enjoy the teaching-learning process.

Key Words : Teachers' strategies, Self-Confidence, Speaking Skill

ABSTRAK

Safwa N. Yusuf (2021). Strategi Guru Mendorong Kepercayaan Diri Siswa Dalam Keterampilan Berbicara di SMP Negeri 1 Likupang pada tahun akademik 2020/2021. Sebuah tesis. Program Studi Pendidikan Bahasa Inggris, Fakultas Tarbiyah dan Lembaga Pelatihan Guru Studi Islam Manado.

Bahasa Inggris akan lebih mudah dipelajari jika peserta didik memiliki kepercayaan diri dalam berbicara mereka, semakin baik kontrol kinerja yang lebih baik berbicara dalam bahasa mereka. Dalam penelitian ini, beberapa siswa memiliki banyak masalah dalam berbicara bahasa Inggris, salah satunya adalah kurangnya kepercayaan diri yang membuat mereka gugup untuk berbicara. Penelitian ini bertujuan untuk menemukan 1. Apa strategi guru untuk mendorong kepercayaan diri siswa dalam keterampilan berbicara. 2. Bagaimana guru menerapkan strategi untuk mendorong kepercayaan diri siswa dalam keterampilan berbicara. Penulis menggunakan metode kualitatif. Peserta penelitian adalah dua guru bahasa Inggris dan beberapa siswa dari sembilan kelas SMP Negeri 1 Likupang. Dalam memperoleh data penulis melakukan observasi, wawancara, dan dokumentasi. Sebagai hasil dari penelitian, penulis menemukan beberapa strategi yang digunakan oleh guru untuk mendorong kepercayaan diri siswa dalam keterampilan berbicara. Ada diskusi kelompok kecil, permainan peran, dan sajak. Mengikuti penjelasan tersebut, guru telah menggunakan tahapan dalam mengajar berbicara melalui metode sajak. Hal ini dapat membuat mereka mudah dipahami oleh siswa. Dari implementasi guru ini, penulis juga menemukan bahwa siswa menikmati belajar berbicara melalui diskusi kelompok kecil, permainan peran, dan sajak. Para siswa bisa merasa bebas untuk berinteraksi dengan teman-teman mereka. Selain itu, strategi yang digunakan oleh para guru dirasakan secara positif oleh siswa. Dan itu juga menyiratkan bahwa para guru berhasil mendorong kepercayaan diri siswa dalam keterampilan berbicara. Karena siswa menjadi lebih aktif dan menikmati proses belajar-mengajar di kelas.

Kata Kunci: Strategi Guru, Kepercayaan Diri, Keterampilan Berbicara

ACKNOWLEDGMENT

بِسْـــــــــمِ اللهِ الرَّحْمَنِ الرَّحِيمِ

All praise is to Allah the Almighty God who gives His grace and strength to the writer to finish this thesis. Peace and blessing are always upon the Prophet Muhammad Sallallahu 'Alayhi Wa Salaam.

This thesis entitled "The Teachers' Strategies to Encourage Students' Self Confidence in Speaking Skill" is intended to fulfill the requirement for the strata I degree of Sarjana Pendidikan at Tarbiyah and Teaching Faculty, State Institute Islamic Studies (IAIN) Manado. The writer realizes that this research cannot be completed without the support and help of many people.

The writer deepest thanks to the writer's beloved parents' Nasruddin Yusuf and Fathum Ibrahim and my sisters Aisyiyah Yusuf, Nada Arika Yusuf, Cut Neslihan Yusuf for their endless love, pray and support.

Furthermore, the writer is grateful to the following for their supports and help:

1. Delmus Puneri Salim, S.Ag., M.Res., Ph.D. as the Rector of State Institute of Islamic Studies Manado.

2. Ahmad Rajafi, M.Hi., as the First Deputy Rector State Institute of Islamic Studies Manado, Dr. Radliyah Hasan Jan, S.E., M.Si., as the Second Deputy Rector and Dr. Musdalifah Dachrud, M.Si., M.Psi as the Third Deputy Rector.

3. Dr. Ardianto, M.Pd, as the Dean of Tarbiyah and Teacher Training of State Institute of Islamic Studies Manado.

4. Nur Halimah, M.Hum., as the Head of English Education Study Program and also as the Advisor I who always patiently guidance, advice and giving the valuable time to supervise the writer from the first guidance until this thesis is completed.

5. Fadhlan Saini, M.Pd., as the Secretary of English Education Study Program and also as the Examiner II

6. Lies Kryati, M.Ed., as the Advisor II who always gives suggestions, corrections, and the valuable time to supervise the writer from the first guidance until this thesis is completed.

7. Dr. Andi Mukarramah Nagauleng, M.Pd., as the Examiner I who always motivates the writer to complete this thesis.

8. Dra Iriany Meiny Gerung as the Headmaster of SMP Negeri 1 Likupang for permitting the writer to conduct this thesis.

9. Yunita Tumimomor S.Pd., and Rynne V Dondok, S.Pd., as the English teachers in SMP Negeri 1 Likupang that helped the writer to do the research.

10. All the lecturers in English Education Study Program.

11. Big family of TBI 16 for giving support, memorable time and have been fighting together till the end.

12. All members of Ikatan Mahasiswa Muhammadiyah (IMM) IAIN Manado who support and share memorable time.

13. Friends who are always there for the writer in any condition, Nur Afiyin Tadore, Dandy Umar, Zaitun Dotinggulo, and Sartini Lasabuda.

The writer realizes that this thesis is still far from being perfect, but the writer hopes that this thesis would be useful for the next writer and readers in general.

Manado, 04 November 2021
The writer

Safwa N. Yusuf
NIM: 16.2.6.050

PERNYATAAN KEASLIAN SKRIPSI

Mahasiswa yang bertanda tangan di bawah ini:

Nama	: Safwa N. Yusuf
NIM	: 16.2.6.050
Tempat/Tgl. Lahir	: Manado, 20 April 1999
Alamat	:Ds Maen JG III, kab. Minahasa Utara, kec. Likupang Timur
Fakultas	: Tarbiyah dan Ilmu Keguruan
Program Studi	: Tadris Bahasa Inggris
Institut	: Institut Agama Islam Negeri Manado
Judul	: The Teachers' Strategies To Encourage Students' Self Confidence In Speaking Skill At SMP Negeri 1 Likupang.

Menyatakan dengan sesungguhnya dan penuh kesadaran bahwa skripsi ini benar adalah hasil karya sendiri. Jika kemudian hari terbukti bahwa ini merupakan duplikat, tiruan atau dibuat oleh orang lain, sebagian atau seluruhnya, maka skripsi dan gelar yang diperoleh karenanya batal demi hukum.

Manado, 04 November 2021
Penulis,

Safwa N. Yusuf
NIM. 16.2.6.050

TABLE OF CONTENTS

CHAPTER I

INTRODUCTION

A.   Research Background

In learning English there are four skills: namely reading, writing, listening, and speaking. Besides, speaking is one of four language skills that must be mastered by students. Speaking also is one of the language skills that must be learned to learn English. It assists everybody in forming relationships and interacting with others. To achieve this goal, the teacher must have a plan and strategy in teaching English. According to Cole in Anjaniputra, "the teachers' role to provide effective plans/strategies in accomplishing students' educational needs, whose general purpose is to communicate using the language being learned."[1]

English will be easier to learn if learners have confidence in their speaking, the better control the better performance of speaking in their language. Because English is not the mother tongue of Indonesians, in teaching English a teacher must be able to instill confidence in students' when communicating in English. According to Ryan in Markus Deli, "self-confidence relates to self in one's judgment, ability, power."[2] It means that self-confidence is very important to be developed effectively. Moreover, Holy Qur'an in Surah Al-Imran 139 shows self-confidence. It follows as:

---

[1] D Widyaningsih, "Teacher's Strategies in Teaching Speaking Skill for Eleventh Grade Students at SMA Bopkri 2 Yogyakarta," *Journal of English Language and Language Teaching (JELLT)* 2, no. 1 (2018): 47.

[2] Markus Deli, ""Students' Self-Confidence in Speaking Skill", Vol. 2, No. 1, 2019, Pp. 01.," *Journal of Teacher Studies and Learning* 2 (2019): 01.

وَلَا تَهِنُوا وَلَا تَحْزَنُوا وَأَنتُمُ الْأَعْلَوْنَ إِن كُنتُم مُّؤْمِنِينَ ﴿١٣٩﴾

Translation:

> so, do not weaken and do not grieve, and you will be superior if you are [true] believers.[3] (3:139)

According to the interpretation of Ibnu Katsir by Ismail bin Umar Al-Quraisyi bin Katsir Al-Bashri Ad-Dimasyqi, not to be weak. That is, do not become weak and discouraged because of what you have just experienced. And do not (also) be sad, even though you are the highest (rank) people if you are believers. That means a commendable result and in the end, you will get victory, O believers.[4] This verse explains not to feel weak and hopeless. Related to the title raised by the writer, which is about self confidence. So if someone has low self confidence then never feel weak and easily discouraged. Which many find more self confidence. Musch to do with one's relationship with other people. Like speaking, because speaking is a form of communication between humans with one another especially in the world of education and at the school level. Speaking is needed to communicate between students and teachers in the learning process.

According to Kosdian, "of all four simplex skills (listening, reading, speaking, writing), speaking seems to be the most important because people who know languages are referred to as 'speakers' of that language as if speaking

---

[3] *Qur'an Kemenag, Al-Qur'an Dan Terjemahannya*, n.d.
[4] *Risalah Muslim, Tafsir Ibnu Katsir Al-Imran 139*, n.d.

includes all other types know the language."[5] But students frequently encounter difficulties when learning to speak. The problem that is frequently encountered is that their native language makes it difficult for them to use the foreign language. Another reason is a lack of motivation to use the second language in daily conversation. They are also too shy and afraid to participate in the conversation.

Based on the preliminary study on 18th March at SMPN 1 Likupang Minahasa Utara, the students had low self-confidence and difficulties in speaking. It is an interesting phenomenon and encouraging to investigate. The problem that existed in the students of SMPN 1 Likupang. That students have struggled to speak English or perform dialogue in English in the classroom or outside of the classroom; they have difficulty speaking in English. According to the problems discovered by the writer, there is some factor that influences the difficulties of SMPN 1 Likupang students in speaking English, lack of students' self-confidence in speaking English they are hesitant to converse with their friends as well as with their English teachers in or out of the classroom; they are afraid to speak in English, and they are even embarrassed to say a few sentences in English. The teacher took steps to learn to speak in a way that students could send their speaking video then send it to the teacher via Whatsapp group. However, many students did not submit the video assignment because they lacked the confidence to appear and speak in front of the camera using English. According to the situational of the students. Within the problem, the writer is interested to find out

---

[5] Parmawati, ""Improving Students' Speaking Skill Through English Movie in Scope of Speaking for General Communication"," *Journal of English Language Teaching in Indonesia* 7 (2019): 43.

the teachers' strategies to encourage students' self-confidence in speaking skills at the Eight Grade of SMP Negeri 1 Likupang.

B.   Limitation of the Research

Based on the background of the study, the writer focuses on the teacher's strategies to encourage students' self-confidence in speaking skill and how the teachers implement their strategies.

C.   Research Question

1. What are the strategies used by the teacher to encourage students' self-confidence in speaking skill at SMP Negeri 1 Likupang?

2. How do the teachers implement the strategies to encourage students' self-confidence in speaking skill at SMP Negeri 1 Likupang?

D.   The objective of the Research

Based on the research question, the objective of the study is to encourage students' self-confidence in speaking skills at SMP Negeri 1 Likupang.

1. To find out the strategies used by the teacher to encourage students' self-confidence in speaking skill at SMP Negeri 1 Likupang.

2. To know the teachers' implement the strategies to encourage students' self-confidence in speaking skill at SMP Negeri 1 Likupang.

E. **Significance of the research**

1. Theoretically

   The results of this research are expected to be used as reference material for other researchers and can motivate them to develop further research.

2. Practically

   The results of the study are suggested implementing teachers' strategies to encourage students' self-confidence in speaking skills.

F. **Definition of Key Terms**

There is some key term of this study:

1. Teaching strategy

   A teaching strategy is a plan of activity used by a teacher to teach students. This means that the teacher's role is to make effective strategies according to the educational needs of students, which

   the general purpose is to communicate using the language being studied.[6]

2. Self-confidence

   Self-confidence is the inner feeling of certainty; it is a feeling of certainty about who you are and what you have to offer to the world and also it also offers the feeling that you are worthwhile and valuable.[7]

---

[6] Nisya Anizar, Beatrik Nuyen Saragih, and Tria Wahyuni Feronika Sinaga, "Teacher's Strategies in Teaching Speaking at SMP Negeri 18 Medan," *Journal Edulingua* 6, no. 2 (2019): 1–5.

[7] *Journal of Physical Education and Sports Management, Vol. 2(6), pp. 62, 18 November, 2011*

3. Speaking skill

   According to Brown in Baris states that speaking is a productive skill that can be observed directly and empirically; Observation is always colored by accuracy and fluency.[8]

---

[8] Barış Derviş, "Students' Speaking Skill in Oral Descriptive Text by Using Video at Tenth Grade in SMA Negeri 1 Namlea," *Journal of Chemical Information and Modeling* 53, no. 9 (2013): 1689–99.

CHAPTER II

REVIEW OF LITERATURE

A. Theoretical Description

G. Teaching Strategies

a. Definition of Teacher Strategies

The word "strategy" is derived from the Greek word, Strategos was a military commander' at the age of Athenian democracy. A strategy is an overall approach regarding the implementation of the idea, planning, and execution of activity within a certain time. It includes a good strategy for having a theme, identifying the contributing factors following the principles of rational, efficient funding, and having the tactics to achieve goals effectively.[9]

Teachers' have a very important role in the world of education. as an educator, the teacher is a figure who interacts a lot with students in transferring the knowledge. Because teachers' have a big responsibility in educating students. According to Stone and Morris teaching strategy is a generalized plan for a lesson that includes structure, instructional objectives, and an outline of planned tactics, necessary to implement the strategies.[10] Also according to Brown and Yule, "teachers' strategies are important to

---

[9] Supeno, "Reading Strategies As Development Model English Cognition Of Senior High School.," *Indonesian Journal of English Education* 4, no. 1 (2017): 87–96.

[10] Nurul Hendra, "Investigating the Teacher's Strategies in EFL Speaking Class," *Research in English and Education* 3, no. 2 (2018): 131.

attain the lesson objectives, which affect the teaching-learning circumstances, and speaking skill is typically a sign of successful language learning."[11]

A teacher has several strategies in teaching. It is expected that good teaching strategies would be key to reaching successful teaching. To encourage students in speaking, teachers can use several teaching strategies in learning English to support students speaking skills. For example, are, role-play. According to Siwi, role-play is an alternative strategy enhancing students' speaking skills.[12] It means teachers need a strategy in teaching to make it easier for students to understand in the learning process.

From the explanation, the writer concludes that the teaching strategy is a design used by the teacher in a lesson. Which the design is key to success in teaching

b. Strategies in Teaching Speaking

Teaching speaking is important in language learning. The teacher needs to motivate and support students to practice English as a habit. The English that is learned can be used to interact with other people in everyday life. According to Cameron, the teacher must take the responsibility for checking

---

[11] d widyaningsih, "Teacher's Strategies In Teaching Speaking Skill For Eleventh Grade Students At SMA Bopkri 2 Yogyakarta," *Journal Of English Language and Language Teaching (JELLT)* 2, no. 1 (2018): 47.

[12] Listyani, "Teachers' Strategies to Improve Students' Self-Confidence in Speaking," *Register Journal* 11, no. 2 (2018): 121–38.

the students' understanding of the language being used and the purpose of the activities is being carried out.[13]

Teachers must ensure that students understand the purpose of the learning process. Because teachers need to make students understand the learning objectives of what is being learned. Therefore the teacher must allow students to provide input on the activities of the teaching and learning process in the classroom.

To encourage students' speaking skill, teachers can use role-play. Role play is essential in teaching speaking because it allows students to practice communicating in a variety of social contexts and social roles. According to Siwi, that role play is an alternative strategy to enhance students' speaking skill[14]. And also according to Budden role-play is any speaking activity when you either put yourself into somebody else's or put yourself into an imaginary situation.[15]

Meanwhile, Giri found that the use of group strategy in Small Group Discussion helped the students. The students could share their knowledge and

---

[13] Ahmad Junaedi, "The Use of Talking Chips Technique Speaking," *Journal of English Linguistics, Literature, and Education* 2, no. 1 (2020): 9–22.

[14] Listyani, "Teachers' Strategies to Improve Students' Self-Confidence In Speaking," *Register Journal* 11, no. 2 (2018): 142–43.

[15] Lilis Suryani, "The Effectiveness Of Role Play In Teaching Speaking," *Journal of English Language Teaching in Indonesia* 3, no. 2 (2016): 107.

opinion in doing the exercises and discussing the answer to the exercises.[16] Another strategy comes from Nurhayati: the song is the right source, the song is a good tool to help the process of learning English, the song is believed to motivate children in learning. Songs are an important part of learning English because songs make students more sensitive to sounds.[17]

When the teacher teaches the children to enjoy the song, they will be happy and enthusiastic about learning English. So that through the use of songs in learning activities, children can be encouraged to be happy and learn, and children can better understand the teaching material presented.

H. Self Confidence

a. The Definition of Self-Confidence

Self-confidence is essential in almost every aspect of life. Students must practice their language skills in real-life situations. According to Kanza "self-confidence is someone's feeling of trusting and believing in his/her abilities to do things successfully". Self-confidence has an important role in the learning process to be successful and also important in developing speaking skills.[18] Also According to Dureja & Singh, self-confidence is the internal feeling of certainty; it is a feeling of assurance about oneself and the

---

[16] Agus Rahmat, "Small Group Discussion Strategy Towards Students' Reading Comprehension of SMA Negeri 11 Bulukumba," *Journal of English Language, Literature, and Teaching* 1, no. 2 (2017): 20.

[17] Master Meriati Simanjuntak, "Improving Students' Listening Skills By Using Song," *MELT Journal* 5, no. 2 (2020): 147.

[18] Listyani, "Teachers' Strategies to Improve Students' Self-Confidence In Speaking." *Register Journal* 11, no. 2 (2018): 142–43.

surroundings. It also attributes the sentiment that one is meaningful and valuable. [19]According to Tripathy & Srivastava self-confidence is an attitude and students with self-confidence believe in their abilities, they are goal-directed, they believe that they will reach their goals and expectation.[20]

b. The Factors of Self-Confidence

To encourage students' self-confidence, the teachers need supporting factors. Brown, further explained that self-confidence is derived from several factors.[21] The following are the most important factors that contribute to self-confidence:

1) Personal experiences; Successful experiences foster the development of high self-confidence, whereas failure experiences have the opposite effect.

2) Other people's social messages The importance of community, home, school, and peers in the development of self-confidence cannot be overstated. Sending positive messages to others is thought to be detrimental to developing high self-confidence.

Based on the definition above, the writer concludes that self-confidence is important. Without self-confidence, we cannot get knowledge. If people have self-confidence, their knowledge will be wider, they are going to get so much information from the things that they get to learn. And people with high self-

---

[19] Nadiah, "The Students' Self-Confidence in Public Speaking," *Journal of English Linguistics, Literature and Education* 1, no. 1 (2019): 1–11.

[20] Omidullah Akbari, "Student' Self-Confidence Its Impacts on Their Learning Process," *American International Journal of Social Sience* 5, no. 1 (2020): 3–4.

[21] Suryadi, "The Effect of Self-Confidence and Vocabulary Mastery on Students' Speaking Skill," *Journal of English Language Studies* 3, no. 2 (2018): 197.

confidence are the key to achieving success. If someone has high self-confidence they believe that they can succeed and bounce back after experiencing setbacks.

I. Speaking Skill

a. The Definition of Speaking

Speaking is one of the four language skills. It is how learners can communicate with others to achieve specific goals or to express their intentions, hopes, and points of view. Also, people who know a language are referred to as 'speakers' of that language. According to Nunan speaking skill is the most important aspect of learning a second language. Since speaking is a basic and important communication skill, therefore speaking is viewed as the most demanding of the four skills. In other words, being able to speak fluently is urgent in students' language learning.[22]

Based on the definition above, the writer concludes that speaking is a very necessary activity in the communication and language learning process to convey and share ideas and feeling orally. it is expected especially in a foreign language, to be understood by other people who use a foreign language.

The writer concludes from the above explanation that speaking is a very important practice in the communication and language learning process for conveying and expressing ideas and feelings orally. It is expected, especially

---

[22] Suryadi, "The Effects of Self-Confidence and Vocabulary Mastery on Students' Speaking Skill," *Journal of English Language Studies* 3, no. 2 (2018): 195.

in a foreign language, that others will understand you. To express meaning correctly and prevent confusion, they must find the most suitable word and use proper grammar

b. The aspect of Speaking Skills

There is some aspect that use by the teachers consider when teaching speaking. According to Brown proposes four aspects of public speaking skill. There are fluency, accuracy, pronunciation, and vocabulary :

1. Fluency

Speaker can be said a fluent speaker if he/she can use the language quickly and confidently, with few hesitations. The speaker must be aware of where she or he must pause and stop speaking. Furthermore, a speaker is said to speak fluently if he or she does not speak word for word. As a result, a good speaker must be able to produce words in speech into groups of words that form a meaningful unit (phrases or clauses).

2. Accuracy

Nunan states that accuracy happens when students speech matches what people say when they use the target language specifically, accuracy deals with the grammatical structures which cover some aspects like part of speech, tense, phrase, sentence, etc. therefore, to achieve the level of accuracy the students are demanded to use the correct grammatical structures in their speech.

3. Pronunciation

The goal of teaching pronunciation at the beginning level. Furthermore, at the advanced level, the pronunciation goals can concentrate on elements that improve communication, such as stress pattern, intonation, voice quality, and so on.

4. Vocabulary

Vocabulary becomes a very important part of language learning that can be used to determine whether students can speak fluently or not. Because they can only generate sentences with words, they can not speak fluently unless they have a strong vocabulary. Because some students have a limited vocabulary, they have difficulty speaking.[23]

c. Types of Speaking

According to Brown, there are five categories of speaking performance assessment tasks: Imitative, Intensive, Responsive, Interactive, and Extensive.[24]

Imitative Speaking is the ability to imitate words, phrases, or sentences. Intensive speaking goes beyond imitative speech to include the performance of any speech intended to practice some aspect of phonological or grammatical language.

---

[23] Anna Kurniawati, *Improving the Self-Confidence In Speaking Practice By Using Role-Play Technique For The Eight Grade Students of SMP Muhammadiyah 3 Yogyakarta" (Yogyakarta: Yogyakarta State University)*, 2013.

[24] Tri Yuli Ardiyansah, "Analysis of Speaking Assessment in ESP Speaking Class," *Journal of English Teaching, Literature, and Applied Linguistics* 3, no. 1 (2019): 26.

Intensive Speaking Students must produce short stretches of oral language demonstrating grammatical, phrasal, lexical, or phonological (intonation, stress, rhythm, juncture) relationships during intensive speaking.

Responsive Speaking requires students to respond to a spoken prompt (for authenticity) and briefly converse with the prompter using standard greetings and small talk, simple requests, and comments.

Interactive Speaking face-to-face conversations and phone calls are examples of situations in which we alternately listen and speak and have the opportunity to ask our conversation partner for clarification, repetition, or slower speech.

Extensive Speaking students must give speeches, oral presentations, or tell stories as part of their extensive speaking assignments. Oral presentations are excellent tools for evaluating students' extensive speaking abilities. Any theme or topic can be the focus of an oral presentation.

d. The Importance of Speaking Skills

When learning English, we must master four skills: reading, speaking, listening, and writing. Speaking appears to be an important skill to demonstrate how we can use the language effectively in a conversation among these four skills (reading, speaking, listening, and writing).

Speaking is regarded as the most important skill to develop when learning a foreign or second language. According to Brown and Yuke "speaking is the skill that the students will be judge upon most in real-life situations". [25]

e. The Problems in Speaking

There may be some problems that arise during the process of mastering the speaking skill in English. According to Bueno, Madrid, and Mclaren "Speaking is one of the most difficult skills language learners have to face.[26] Also according to Afisa mentions a factor that makes students feel anxious to speak English, that is when they find it difficult to use words appropriately.[27]

Previous Studies

The researcher has found five relevant studies related to this research:

The first study was conducted by Hummaira Azwir (2020) from Ar-Raniry Banda Aceh State Islamic University of English Education Department. The title of the research is *"An Analysis Teachers' Strategies to Encourage Students' Self Confidence in Speaking"*. This research used descriptive qualitative research. The participants of this research were from MTs Darul Ihsan. Five teachers were interviewed and also five students from second grade who have the highest ranking in class VIII A which was

---

[25] Parupalli Srinivas Rao, "The Importance of Speaking Skills in English Clasrooms," *Alford Council of Interantional English & Literature Journal(ACIELJ)* 2, no. 2 (2019): 8.

[26] Parupalli Srinivas Rao, "The Importance of Speaking Skills in English Clasrooms," *Alford Council of Interantional English & Literature Journal(ACIELJ)* 2, no. 2 (2019): 9.

[27] Lavani Satya Christie and Listyani, "Teachers' Strategies to Improve Students' Self Confidence in Speaking," *Register Journal* 11, no. 2 (2018): 121–38.

selected purposively. The result of the research showed that the teachers used four strategies in teaching speaking. They were motivation, presentation, cooperative activity, and drilling. The students enjoy and felt happy during the learning process and it helps encourage the students' self-confidence in speaking skills. Similar to the first previous study, the present study also intends to find out the useful strategies that can encourage the students' self-confidence, using qualitative research, and the participants are students and teachers but the present study's participants are all the students of SMP N 1 Likupang while the previous study focuses only on one class of the MTs Darul Ihsan.[28]

The second study was used Classroom Action Research (CAR) in SMP Muhammadiyah 06 Dau, Malang. There were 30 students of Second grade in English Class VII C were the subject. The data were collected from speaking-test, observation, questionnaire, and interview. This research was conducted by St Kurnia Erfilawati (2017) from Muhammadiyah University of Malang. The title *"Encouraging Students' Sel-Confidence in Speaking English Through Snake-Ladder game at Second Grade Students of SMP Muhammadiyah 06 Dau Malang".* The result of this research proves that the Snake-Ladder game could persuade the students' self-confidence of speaking skills. The differences between this previous study and the present study are the previous study used Classroom Action Research, used the game as the

---

[28] Hummaira Azwir, , A Thesis: "An Analysis of Teachers' Strategies to Encourage Students' Self Confidence in Speaking" (Banda Aceh: Universitas Islam Negeri Ar-Raniry Banda Aceh), 2020.

media and the subject only focused on second-grade students while the present study using qualitative method, the subjects are students and teachers, and the goal is to find out the strategies are used by the teacher to encourage the students' self-confidence. The similarities are both the present study and previous study focus on the students' self-confidence in speaking English.[29]

The third study was conducted by Listyani (2018) from State Institute *"Teachers' Strategies to Improve Students' Self-Confidence in Speaking: A Study at Two Vocational Schools in Central Borneo"*. This study used qualitative and used interviews and observation as the instruments. The Researcher chose four teachers from two different vocational schools in Tamiang Layang, they were SMK 1 and SMK 2 in Central Borneo. Two teachers were interviewed at each school. The analysis result of the data revealed that the four teachers used four different strategies in teaching speaking skills which are Role-Play, Small Group Discussion, Storytelling, and Songs. Those strategies were usefully improved the students' self-confidence in speaking skills. Unlike the present study, this third previous study takes two vocational schools and the subject was only the teachers while this present study was conducted in junior high school and the subjects are students and teachers. The similarities are both studies aims to find out the

[29] Kurnia Erfilawati, *Encouraging Students' Sel-Confidence in Speaking English Through Snake-Ladder Game at Second Grade Students of SMP Muhammadiyah 06 Dau Malang"* (Malang: University of Muhammadiyah Malang)*, 2017.

strategies using by the teacher to encourage or improving the students' self-confidence and used qualitative method.[30]

The fourth study Siti Munawaroh (2017) from Muhammadiyah University of Surakarta investigated the teachers and the students of 8C and 8D in Junior High School Warga Surakarta untitled *"The Strategies Used by the Teacher in Developing Students' Confidence in Speaking Skill in Grade 8 of Warga Junior High School Surakarta"*. The research uses qualitative descriptive. The data was gathered by observing the classroom, interviewing the teachers and the students, and documentation. [31]As the result, the writer found out that the teacher used a Role-play strategy in developing the students' self-confidence in speaking English. Same as the present study the fourth previous study also used qualitative method and the subjects are teacher and students but the students only specific in Grade 8 while the present study selected all the students in SMP Negeri 1 Likupang.

The fifth study was titled "Improving Students' Self-Confidence in Speaking Class through English Meeting Club at the third Semester of State Islamic Institute (IAIN) Parepare" research by Tri Wulandari (2020). This fifth research was conducted on the third-semester students at the Meeting Club. The study was adopted a Pre-experimental research design pre-test and post-test. To obtain the data, the writer taught and distributed questionnaires.

---

[30] Listyani, *Teachers' Strategies to Improve Students' Self-Confidence in Speaking: A Study at Two Vocational Schools in Central Borneo" (Universitas Kristen Satya Wacana)*, 2018.

[31] Siti Munawaroh, *The Strategies Used by the Teacher in Developing Students' Confidence in Speaking Skill in Grade 8 of Warga Junior High School Surakarta" (Surakarta: Universitas Muhammadiyah Surakarta)*, 2014.

The research showed significant results on the students' self-confidence before and after learning by joining English Meeting Club. On the pre-test, the mean score was 59.85 and 66.95 on the post-test, while the t-test value was 3.21. That means the students' self-confidence increased after joining the English Meeting Club. The similarity between the fifth study and the present study is the variable of both studies is the students' self-confidence in speaking skills. The difference is the fifth study used Classroom Action Research (CAR), used questionnaire, and the respondents were university students while the present study used qualitative and the subjects are students and teachers in Junior High School.[32]

---

[32] Tri Wulandari, *Improving Students' Self- Confidence in Speaking Class Through English Meeting Club at the Third Semester of State Islamic Institute (State Islamic Institute (IAIN) Parepare) (IAIN) Parepare*, 2020.

CHAPTER III

RESEARCH METHODOLOGY

In this chapter, the writer presents the research methodology of the paper. It consists of research design, research participants, research setting, data and source data, research instrument, data collecting techniques, data analysis technique, and research procedures.

A. Research Design

According to John W. Creswell, qualitative research is a means of exploring and understanding the meaning that comes from individuals and groups regarding social individual problems. The research process involved questions and procedures that had already emerged; collecting data according to participant setting; analyzing data inductively managing data from specific to general themes, and making interpretations of the meaning behind the data.[33] In this research, the writer uses qualitative research as a research method.

B. Research Participants

The participants in this research are the two English teachers and some students from the nine grade at SMP Negeri 1 Likupang.

---

[33] John W. Creswell, *Research Design: Qualitative, Quantitative, Mixed Metdod Aproach, (Yogyakarta: Pustaka Pelajar, 2016)*, 2016.

C. Research Settings

This research was conducted at SMP Negeri 1 Likupang which is located in sub-district Likupang Timur, Minahasa Utara regency.   This research was conducted from June until July 2021.

D. Data and Source of Data

1. Primary Data was taken from the interview with the English teachers and students. The research interview with two English teachers and eight students from nine grades at SMP Negeri 1 Likupang.

2. Secondary Data are collected through library studies. Where the writer supports information in books and journal articles.

E. Research Instruments

They are three instruments in this research as Observation, Interview, and Documentation. The observation is the first instrument that use to observe teachers' strategies and students' self-confidence. Then, the interview was used by the teachers and students with the question to find out the teaching strategies to encourage students' self-confidence in speaking skill. Then, the documentation is the last instrument by the writer such as the lesson plan, and the interview.

F. Data Collecting Techniques

In this research, the writer uses some techniques to collect the data, such

as:

1. Observation

The writer observed the learning English process of students at SMP Negeri 1 Likupang to get the information needed in this research and use this technique to know the activities that happen with the strategies of teachers to encourage students' self-confidence in speaking skill.

2. Interview

The interview was used by the writer to get data from the two English teachers and eight students by the question.

3. Documentation

The documentation used by the writer to retrieve data during the interview, such as lesson plans, photos, and interviews. with English Teachers and Students at SMP Negeri 1 Likupang.

G. Data Analysis Technique

According to Miles and Huberman, a series of sequential steps conduct data analysis. These steps include developing codes and applying them to textual data, like field notes from observations, interviews, and documents/artifacts[34] Then the writer uses the qualitative analysis technique. That is observation, analysis interview, and documentation.

---

[34] Barbara Kawulich, *Qualitative Data Analysis Techniques, University of West Georgia, Conference Paper*, 2004.

CHAPTER IV

FINDINGS AND DISCUSSION

A. The Description of Research Subject

1. The brief description of SMP Negeri 1 Likupang

SMP Negeri 1 Likupang is one of the schools in the village of Likupang Satu. This school was founded in 1978. Geographically, the location of SMP Negeri 1 Likupang Timur is on Jl. likupang sati, kec. East Likupang, kab. North Minahasa. Along with it is development, this school in 2009 was accredited A, and quite a lot of interest by students to choose the SMP Negeri 1 Likupang school as a continuation in the learning process of SMP Negeri 1 Likupang Timur using the 2013 curriculum.

The infrastructure in SMP Negeri 1 Likupang there are 12 classes, 1 teacher room, 1 principal's room, 1 library room, 1 canteen room, 1 UKS, 1 skills room, and 3 toilets. The curriculum used by the SMP Negeri 1 Likupang is the 2013 curriculum. Employees include 18 civil servants and 19 non-civil servants. The number of students is 399 students consisting of 191 male students and 208 female students.

B. Findings

a. Observation

The writer used observation to determine how the teachers' strategies encourage students' self confidence in speaking skill and the implementation of the strategies. Based on the obtained data from the observation was conducted on Thursday 8 July 2021. The writer observed the teachers and asked about the strategy that the teacher used to encourage students' self confidence in speaking skill. In addition, the research was conducted during online learning. The observation occur when the teacher used rhymes strategies. And the writer could not observe the strategy of small group discussion and role play. Information gettered based on teachers' previous experience.

In doing observation at SMP Negeri 1 Likupang, the writer primarily took notes about the strategies used by the teacher to encourage students self confidence in speaking skill. The writer did the observation with the two English teachers in the school. At the time of observation with the English teacher, the writer asked about the general description of the teaching and learning in the school especially in teaching speaking. And the strategies used by the teacher when teaching speaking.

b. Interview

In interviews with the teacher and some students, the writer brings an interview guide paper to the teacher, and interviews with the students are carried out through the Whatsapp application and face to face. The interview was conducted to obtain answers to the research questions., about the teachers' strategies to encourage students' self-confidence in

speaking skill. The writer interviewed the teachers on Tuesday, 13th July 2021. An interview with the students' on Monday, 16th August by the Whatsapp application. Moreover, the writer interviewed 8 students of the eighth and nine grades at SMP Negeri 1 Likupang. The interview was conducted to find out what are the strategies used by the teacher to encourage students self confidence in speaking skill and the student's confidence in speaking.

According to the results of the interview, the writer found that the teachers of English subjects at SMP Negeri 1 Likupang had three strategies in teaching and learning activities. In this section, the writer describes the findings after interviewing the teachers to find out the strategies to encourage students' self-confidence in speaking skill as follow: small group discussion, role play, and rhymes.

1. **Data from Interview with the Teachers**

   In this section, the writer describes the findings after interviewing the teachers to find out the strategies used by the teacher to encourage students' self-confidence in speaking skill.

   At the beginning of the teaching and learning process, the teacher usually started with praying then greeting the students. Teacher A Said that :

"Biasanya saya memotivasi siswa sebelum pembelajaran. Karena anak-anak disini masih kurang motivasi belajar. Ada beberapa juga mungkin karena limgkungan."[35]

(usually, I motivate students before learning, because children are still less motivated to learn, some may also be due to the environment)

According to the teacher, the first strategy is used is the small group discussion. Small group discussion is the first of the strategies used by the English teachers in the teaching-learning process. This strategy is one of the active learning methods wherein the learning process. Students are divided into small groups to solve and discuss several problem topics. According to the interview result with the teacher a, she said that :

"karena strategi ini dapat meningkatkan kepercayaan diri siswa untuk berbicara di depan kelas".

(Because this strategy can improve students' confidence to speak in front of the class).

In addition, learning with the small group discussion strategy prioritizes the pattern of cooperation, and small groups with this strategy, it is hoped that students will get used to expressing opinions and working together in developing social skills. So that students feel confident to speak the English language in the class, in front of friends and the teacher.

---

[35] Result of interview with the English teacher, mam Rynne V Dondok in teacher room SMP Negeri 1 Likupang, 13th July 2021.

From the explanation above, about the strategy of small group discussion. The teacher gives little motivation to students. And from the given small group discussion strategy, can build students to be more confident in speaking English.

The second strategy is role play. Teachers use this strategy to encourage students' confidence in speaking. Role play strategy is a learning tool that is done by playing a role that can train students' conversation in English, especially in speaking. Teacher b said:

"Banyak dari mereka masih malu atau takut salah ketika mengucapkamn kata dalam bahasa inggris." [36]

(Many of them are still shy or afraid of making mistakes when pronouncing words in English).

In addition, teacher b also states that :

"saya rasa kemampuan bahasa inggris siswa masih sangat kurang di sekolah ini. Karena ketika siswa berbicara dalam bahasa inggris mereka merasa kesulitan dalam pengucapan yang disebabkan oleh pengaruh dialeg, aksen dari tempat tinggal mereka masing-masing."[37]

(I think students', English skills are still very lacking in this school because when students speak English they find it difficult to pronounce due to the influence of dialect, accent from their respective places of residence).

---

[36] Result of interview with the English teacher, mam Yunnita F. Tumimomor in teacher room SMP Negeri 1 Likupang, 13th July 2021.

[37] Result of interview with the English teacher, mam Yunnita F. Tumimomor in teacher room SMP Negeri 1 Likupang, 13th July 2021.

Usually, when doing the strategy role play in the class on the teaching-learning process, the teacher gives the conversation text to the students and the teacher frees students to determine their prospective partners or interlocutors then gives examples of conversational texts and change them according to their conditions at the time. And also teacher b said that:

"strategi yang saya gunakan dengan memberikan contoh kosa kata atau bacaan dalam bahasa inggris dan di repeat sampai siswa bisa. Dan biasanya juga saya memberikan siswa dialog percakapan sesama teman agar mereka terbiasa dan percaya diri ketika berbicara dalam bahasa inggris."[38]

(The strategy used is by giving examples of vocabulary or readings in English and repeating them until students can and usually I also give students dialogues with their friends so that they are accustomed and confident when speaking in English).

And the last strategy used by the teacher is rhymes. The teacher used this strategy to make it more fun and easy for students to remember. Teacher a said :

"yang biasa saya lakukan untuk mendorong kepercayaan diri siswa dalam keterampilan berbicara yaitu dengan cara memberikan siswa

---

[38] Result of interview with the English teacher, mam Yunnita F. Tumimomor in teacher room SMP Negeri 1 Likupang, 13th July 2021.

motivasi, memberikan game, dan juga memberikan strategi menyanyi agar mudah diingat oleh siswa.''[39]

(that I usually do to encourage students' self confidence in speaking skills is to give students the motivation, to give games and also provide singing strategies to make it easier for students to remember).

In addition, with the three strategies used by the teachers at SMP Negeri 1 Likupang and based on the interviews, the teachers have stages in implementing these strategies. The following are the steps used by the teacher in implementing the strategy :

"Langkah-langkah yang saya gunakan dalam menerapkan strategi yaitu dengan cara : hal atau pertama yang biasa saya lakukan untuk mendorong kepercayaan diri siswa dalam keterampilan berbicara yaitu dengan cara memberikan siswa motivasi terlebih dahulu melalui langkah pendekatan. Saya rasa ketika saya menerapkan hal tersebut terhadap siswa, pembelajaran akan semakin efektif. Kemudian strategi selanjutnya yaitu dengan cara memberikan mereka game untuk meningkatkan kosa kata siswa. Dalam mengajar saya juga menggunakan strategi menyanyi. Saya rasa strategi menyanyi ini merupakan salah satu strategi yang paling efektif. Karena menyanyi merupakan kegiatan yang sangat menyenangkan dan digemari para siswa. Dengan memberikan strategi menyanyi dalam bahasa inggris ini, maka akan lebih mudah siswa mengingat kosa kata yang terkandung dalam nyanyian tersebut. Contoh lirik nyanyian yang

---

[39] Result of interview with the English teacher, mam Rynne V Dondok in teacher room SMP Negeri 1 Likupang, 13th July 2021

biasanya saya berikan yaitu: tentang greeting, mengeja huruf alphabet,

nama-nama hari, bulan, dan banyak juga yang lainnya.''[40]

(The steps I use in implementing is: The first thing or the first strategy that
I usually do to encourage students' confidence in speaking skills is by
giving students motivation. First, through an approach step. I think when I
apply this to students, learning will be more effective than the next
strategy is by giving them games to increase students' vocabulary in
teaching. I also use singing strategies. I think this singing strategy is one of
the most effective strategies. Because singing is a very important activity
fun and enjoyable for students. By giving this strategy to sing in English, it
will be easier for students to remember the vocabulary contained in the
song. Examples of song lyrics that I usually give are about greeting,
spelling letters of the alphabet, names of months, days, and many others).

And the steps used by the teacher b in implementing the strategy :
"langkah-langkah yang saya gunakan biasanya pertama, memberikan
siswa bacaan atau kosa kata dalam bahasa inggris dan apabila siswa
salah dalam pengucapan maka siswa harus mengulangi terus menerus
sampai mereka bisa mengucapkan kalimat atau kosa kata yang diberikan.
Dan setelah siswa sudah bisa mengucapkan kalimat atau kosa kata
tersebut biasanya saya memberikan siswa kebebasan untuk membuat
kelompok kecil dan saling berdiskusi sesama teman kelompok kemudian
membuat dialog percakapan dan tampil di depan kelas untuk melatih

---

[40] Result of interview with the English teacher, mam Rynne V Dondok in teacher room SMP
Negeri 1 Likupang, 13th July 2021

siswa agar lebih percaya diri dan tidak malu untuk tampil di depan kelas menggunakan bahasa inggris.''[41]

(The steps used are usually first to give students readings or vocabulary in English and if students are wrong in pronunciation then students have to repeat it over and over until they can pronounce the given sentence or vocabulary. And after students can say, I usually give students the freedom to form small groups and discuss with each other among group mates then make dialogue conversations and appear in front of the class to train students to be more confident and not shy to appear in front of the class use English).

2. Data from Interview with the Students

This interview was looking at the way students respond to the teachers' strategies in the teaching-learning process and looks for information from the students about teaching strategies in teaching speaking from their real experience. The writer needs to know more about their responsibilities toward the teachers' strategy that the writer has been interviewed. To analyze the data the writer used symbols student a, student b, student c, and student d, The writer asked questions and presented the participant's response as follows:

---

[41] Result of interview with the English teacher, mam Yunnita F. Tumimomor in teacher room SMP Negeri 1 Likupang, 13th July 2021.

1. *What difficulties do you have when speaking English?*

The writer asked about the difficulties they had when speaking English in the first question. All the students had given the same answer, claiming that they found it difficult when speaking English the first difficulty they encountered when speaking English is the way of pronouncing words because students think that the writing of words and the way they are read are very different, this makes them not confident when speaking English during the teaching and learning process.

2. *Do you feel confident speaking English in front of the class?*

According to the interview result, student a, student b, student c, and student d, had the same responses toward the second question. They lack confidence in speaking English in class during the teaching and learning process. Student s and student b said that they feel less confident speaking in front of the class using English. Because they are ashamed and afraid of being wrong in front of their classmates.

3. *What is it that makes you not confident to speak English?*

The third question, the writer asked about is that makes students not confident to speak English. All the students had given the same answer because they find it difficult to pronounce words and are afraid that there will be errors in English pronunciation and that makes them not confident to speak English.

4. *What do teachers usually do so you are not ashamed to speak in English?*

According to the interview result, student b said that the strategy used by the teacher in the classroom in growing students' self-confidence is by using group discussion learning methods and habituation in the pronunciation of English words. Because with this strategy seen from the percentage of success is very high. For student d she gave a different answer, she said that teachers usually do so that students are not ashamed to speak in English is by giving encouragement and giving better direction to students. And for students s and student c, they have the same answer which is the teachers always give directions to the students not to laugh or mock their friends when they are wrong in English pronunciation.

5. *Do teachers often give assignments related to "speaking"? Such as speech, role-play, mini-debate, presentation?*

According to the interview result, students c and student b said that teachers often give tasks related to speaking, usually by giving games such as role-play demonstrated with classmates. But the different answers from student a and student d said that the teachers do not give assignments related to speaking in the teaching and learning process.

c. Documentation

After conducting the observation and interview, the writer used documentation to support the acquisition of information and resources. The documentation included a lesson plan for the English subject nine grade, and interview photos. According to the English teacher, that the

three strategies used by the teacher are not explained in a lesson plan. The strategy is used by the teacher when teaching in class because, in reality, the conditions in the class are different from the lesson plan.

Based on the result of observation and interview, the writer concludes the strategies used by the teacher were small group discussion, role play, and song. In the implementation of these three strategies, there are some steps used by the teacher are entering the class, giving a little motivation before beginning the learning process, teacher explaining the material, and practicing. The teacher uses a mixture of English and Indonesian in the learning process.

C. Discussion

In this section, the writer explained the data that have been collected at SMP Negeri 1 Likupang. The writer provided some brief and clear descriptions focusing on data obtained through the interview. This study focuses on teachers' strategies to encourage students' self-confidence in speaking skill. The research questions are: What are the strategies used by the teacher to encourage students' self-confidence in speaking skill at SMP Negeri 1 Likupang? And How do the teachers implement the strategies to encourage students' self-confidence in speaking skill at SMP Negeri 1 Likupang?. The writer obtained the following results after conducting and doing an interview. Based on the findings of interviews with teachers and students, the writer found several strategies used by the teachers' to encourage students' self-confidence in speaking skill. There are small group discussions, role play, and songs.

The first strategy used by the teacher is small group discussion. The teacher prefers to give the students' dialogue with friends and used the strategy of small group discussion to build students' confidence in speaking, and practice more with friends in class every day because that technology can help the students to be active in learning. Small group discussion is a supporting factor used by the teachers in encouraging students to be confident in speaking. According to Slavin "In a Small Group Discussion, students work in four to six member groups to discuss a particular topic." Small-Group Discussion is one of the learning techniques in which some students in a small group participate in a variety of activities to develop students' thinking or complete practical tasks. Students are expected to be more open, active, and confident in expressing their ideas in the learning process through discussion when using this technique.

The second strategy used by the teacher is role play. This strategy used by the teacher was considered more effective to encourage students' self-confidence in speaking skill. Students become more active and enjoy when in class and also interact more with their classmates than just being silent and listening to the teacher's explanation who is only fixated on books and this can make students feel bored. Role-Playing is not only a fun activity but also to overcome feel bored in learning.

The third strategy is rhymes. rhymes are also a strategy used by teachers to encourage students' self-confidence in speaking skills. When the teacher teaches the children to enjoy the rhymes, they will be happy and enthusiastic about learning English. So that through the use of rhymes in learning activities,

children can be encouraged to be happy and learn, and children can better understand the teaching material presented. Following those explanations, the teacher has already used the stages in teaching speaking through the rhymes method. Such as mentioning letters, the name of the color, number, and others related to the material to be taught. That can make they are easily understood by students.

From the theory contained in chapter two, it can be stated that it can be related to the theory of :

Siwi that role play is an alternative strategy to enhance students' speaking skill.[42] As a result, role play can help students improve their speaking skills. Because role play is a great way to improve your speaking skills. the second strategy is related to the theory mentioned in chapter two is from Giri, says that the use of group strategy in Small Group Discussion helped the students. The students could share their knowledge and opinion in doing the exercises and discussing the answer to the exercises.[43] Applying small group discussions can improve students ' speaking. And the last strategy is related to the theory mentioned by Nurhayati: the song is the right source, the song is a good tool to help the process of learning English, the song is believed to motivate children in learning. Songs are an important part of learning English because songs make students more sensitive to

---

[42] Listyani, "Teachers' Strategies to Improve Students' Self-Confidence In Speaking.," *Register Journal* 11 (2018): 142–43.

[43] Agus Rahmat, "Small Group Discussion Strategy Towards Students' Reading Comprehension of SMA Negeri 11 Bulukumba." , Vol. 1, No. 2, 2017, Pp. 20.," *Journal of English Language, Literature, and Teaching* 1 (2017): 20.

sounds.[44] However, it is different from the field conditions carried out by the writer. After interviewing with the teacher, the writer found that SMP Negeri 1 Likupang, used rhymes in their learning strategies. Of these three strategies, It was beneficial for teachers and students in boosting students' self-confidence in speaking, making a speaking class more enjoyable, and assisting students with pronunciation.

The beginning of the process of teaching and learning activities usually begins with praying together then greeting the students and asking students' readiness to start learning. then the teacher approaches the students to implement the strategy to encourage students' self-confidence in speaking skill. And usually, the teacher gives a little motivation to the students which is the most important part to build the enthusiasm of students to learn, especially in learning English and it can build also affect their confidence The motivation given to students is usually related to the importance of learning English today and it can be useful in their future.

The implement the strategies of small group discussion in teaching speaking to encourage students' self confidence. There are four steps that the teacher used in the strategy of small group discussion. Such as :

1. the teacher grouped the students into small groups.

2. giving students' a different discussion topic.

3. discussing their topic for at least fifteen-twenty minutes

---

[44] Master Meriati Simanjuntak, "Improving Students' Listening Skills By Using Song.," *MELT Journal* 5 (2020): 147.

4. and the last, the group presenting the result of the discussion

in implementing this strategy, the teacher faces problems and does several ways to overcome them. In implementing this small group discussion strategy, students use their mother tongue and to overcome students in using their mother tongue, the teacher controls students to continue speaking in English during the small group discussion process although often misspelled. And carrying out this strategy too, students make noisy classes during discussion and presentations. To overcome noisy classes, the teacher supervises and reminds students to only focus on the small group discussion.

The implement of the second strategy of role-play in teaching speaking to encourage students' self-confidence. There are four steps that teachers used in the strategy of role-play. Such as :

1. the teacher gives a certain topic also let the students choose their topic

2. give instructions to make groups and divided 4-5 students then choose the topic they have to do in the next meeting

3. in this case, the students were also asked to create a script, as well as all their supporting equipment.

4. The role play is carried out according to the topics that the students have prepared beforehand.

From this implementation by the teacher, the writer also found that the students enjoyed learning speaking through role play. The students could feel free to interact with their friends. even though they still mixed the language between Indonesia and English. Sometimes when they feel difficulty in finding

certain English words for their conversation, automatically they substituted them with Indonesian words.

The implement of the third strategy of rhymes in teaching speaking to encourage students' self-confidence. For the first step, the teacher gives rhymes after the material has been discussed and relates with the material. Then the teacher writes the lyrics on the board or plays a video via youtube. Next, the teacher gives an example of a tone. And last, the teacher and students sing it together in the class.

The implementation of the rhymes strategy carried out by the teacher can make students remember quickly the vocabulary that given by the teacher and make them feel happy and enjoy when learning process.

Based on the implementation of the three strategies used by the teacher to encourage students self confidence in speaking skill. These learning strategies are important for the teacher. In other words, students become more active and enjoy when in class and also interact more with their classmates than just being silent and listening to the teacher's explanation who is only fixated on books and this can make students feel boring in learning. And it makes the interaction between teachers and students better. And also make students interested in learning English.

J. CHAPTER V

K. CONCLUSION AND SUGGESTION

In this chapter, the writer makes the conclusions and suggestions in this research. Based on observation at SMP Negeri 1 Likupang the findings and discussion can be concluded as follows:

A. Conclusion

Based on the findings and the discussion. The writer concluded two conclusions to answer the research problems.

1. The strategies used by the teachers to encourage students' self-confidence in speaking skills are small group discussions, role-play, and rhymes. Because each strategy allows students to practice speaking. And it can assist students in easily understanding the material because the teacher assumes that when using this strategy, at least students become more active and enjoy when in class and also interact more with their classmates than just being silent and listening to the teacher's explanation who is only fixated on books and this can make students feel bored.

2. The teachers implement the strategies to encourage students' self-confidence in speaking skill there are three strategies used by the teachers at SMP Negeri 1 Likupang. The Teachers implement the strategies of small group discussion through four steps : first, the teacher grouped the students into small groups, second, giving students' a different discussion topic, third,

discussing their topic for at least fifteen-twenty minutes, and the last, the group presenting the result of the discussion. The second strategies implement by the teachers are role play. There are : first, the teacher gives a certain topic also let the students choose their topic, second, give instructions to make groups and divided 4-5 students then choose the topic they have to do in the next meeting, third, the students were also asked to create a script, as well as all their supporting equipment, and the last, the role play is carried out according to the topics that the students have prepared beforehand. The implement of the third strategy of rhymes: first step, the teacher gives rhymes after the material has been discussed and relates with the material. Then the teacher writes the lyrics on the board or plays a video via youtube. Next, the teacher gives an example of a tone. And last, the teacher and students sing it together in the class.

B. Suggestion

Based on the explanation above, the writer makes some suggestions to teachers and students. The writer anticipates that the suggestions will benefit those who are interested in this study. As a result, the suggestions will be explained as follows.

First, when teaching English to students, especially in speaking skills, teachers must consider the students' level. To determine the most effective techniques for use during the learning process. Teachers must ensure that their teaching methods are adaptable. They could use an interesting and appealing technique in the classroom to engage students in learning and to boost their self-

confidence in speaking English. The attitude of teachers in the classroom is also important in developing students' self-confidence. They must be friendly to entice students to participate more actively in the learning process.

Second, students must be more confident in their ability to speak English and must get enough time to practice English at school and outside of school. In addition, students must apply English in their real life to communicate with each other.

Third, for future researchers, the writer suggests conducting broader research on teacher strategies to encourage students' self confidence in speaking skill. So that is more challenging for future researchers and gets better results in the future.

REFERENCES

Agus Rahmat, 'Small Group Discussion Strategy Towards Students' Reading Comprehension of SMA Negeri 11 Bulukumba.", *Journal of English Language, Literature, and Teaching*, 1 (2017), 20

Ahmad Junaedi, 'The Use of Talking Chips Technique Speaking', *Journal of English Linguistics, Literature, and Education*, 2.1 (2020), 9–22

Anna Kurniawati, *Improving the Self-Confidence In Speaking Practice By Using Role-Play Technique For The Eighth Grade Students of SMP Muhammadiyah 3 Yogyakarta" (Yogyakarta: Yogyakarta State University)*, 2013

Barbara Kawulich, *Qualitative Data Analysis Techniques, University of West Georgia, Conference Paper*, 2004

Barış Derviş, "Students' Speaking Skill in Oral Descriptive Text by Using Video at Tenth Grade in SMA Negeri 1 Namlea," *Journal of Chemical Information and Modeling* 53, no. 9 (2013): 1689–99.

D Widyaningsih, "teacher's strategies in teaching speaking skill for eleventh-grade students at sma bopkri 2 Yogyakarta," *Journal of English Language and Language Teaching (JELLT)* 2, no. 1 (2018): 47.

Hendra, Nurul, 'Investigating the Teacher's Strategies in EFL Speaking Class', *Research in English and Education*, 3.2 (2018), 131

Hummaira Azwir, *, A Thesis: "An Analysis of Teachers' Strategies to Encourage Students' Self Confidence in Speaking" (Banda Aceh: Universitas Islam Negeri Ar-Raniry Banda Aceh)*, 2020

Intan Dwi, Lestari, 'The Implementation of Small Group Discussion in Teaching Writing Recount Text for the Tenth Grade Students of SMKN 1 Bendo', *Journal of English Literature, Linguistics, and Education*, 7 (2019), 20–27

John W. Creswell, *Research Design: Qualitative, Quantitative, Mixed Metdod Aproach, (Yogyakarta: Pustaka Pelajar, 2016)*, 2016

Kurnia Erfilawati, *Encouraging Students' Sel-Confidence in Speaking English Through Snake-Ladder Game at Second Grade Students of SMP Muhammadiyah 06 Dau Malang" (Malang: University of Muhammadiyah Malang)*, 2017

Lai-Mei Leong, 'An Analysis of Factors Influencing Learners' English Speaking

Skill."', *International Journal of Research in English Education*, 1 (2017), 34–35

Lavani Satya Christie and Listyani, 'Teachers' Strategies to Improve Students' Self Confidence in Speaking', *Register Journal*, (2018), 121–38

Lilis Suryani, 'The Effectiveness Of Role Play In Teaching Speaking', *Journal of English Language Teaching in Indonesia*, 3.2 (2016), 107

Listyani, 'Teachers' Strategies to Improve Students' Self-Confidence In Speaking.', *Register Journal*, 11 (2018), 142–43

Markus Deli, '"Students' Self-Confidence in Speaking Skill", Vol. 2, No. 1, 2019, Pp. 01.', *Journal of Teacher Studies and Learning*, 2 (2019), 01

Marwito Rusdi, *Improving Students Self-Confidence in Speaking English through Narrative Texts Using Jigsaw for XI-IS-1 Students of SMAN 2 Semarang." (Semarang: Diponegoro University Semarang)*, 2014

Master Meriati Simanjuntak, 'Improving Students' Listening Skills By Using Song', *MELT Journal*, 5.2 (2020), 147

Nadiah, "The Students' Self-Confidence in Public Speaking," *Journal of English Linguistics, Literature and Education* 1, no. 1 (2019): 1–11.

Nisya Anizar, Beatrik Nuyen Saragih, and Tria Wahyuni Feronika Sinaga, "Teacher's Strategies in Teaching Speaking at SMP Negeri 18 Medan," Journal Edulingua 6, no. 2 (2019): 1–5.

Omidullah Akbari, 'Student' Self-Confidence Its Impacts on Their Learning Process', *American International Journal of Social Science*, 5.1 (2020), 3–4

Parmawati, '"Improving Students' Speaking Skill Through English Movie in Scope of Speaking for General Communication"', *Journal of English Language Teaching in Indonesia*, 7 (2019), 43

Parupalli Srinivas Rao, 'The Importance of Speaking Skills in English Clasrooms', *Alford Council of International English & Literature Journal(ACIELJ)*, 2.2 (2019), 8

Siti Munawaroh, *The Strategies Used by the Teacher in Developing Students' Confidence in Speaking Skill in Grade 8 of Warga Junior High School Surakarta" (Surakarta: Universitas Muhammadiyah Surakarta)*, 2014

Supeno, 'Reading Strategies As Development Model English Cognition Of Senior High School.', *Indonesian Journal of English Education*, 4.1 (2017), 87–96

Suryadi, 'The Effect of Self-Confidence and Vocabulary Mastery on Students' Speaking Skill', *Journal of English Language Studies*, 3.2 (2018), 197

Tari Putri Utami, *"An Analysis of Teachers' Strategies on English E-Learning Classes During Covid-19 Pandemic."*, 2020

Tri Yuli Ardiyansah, 'Analysis of Speaking Assessment in ESP Speaking Class', *Journal of English Teaching, Literature, and Applied Linguistics*, 3.1 (2019), 26

Tri Wulandari, *Improving Students' Self- Confidence in Speaking Class Through English Meeting Club at the Third Semester of State Islamic Institute (State Islamic Institute (IAIN) Parepare) (IAIN) Parepare*, 2020.

APPENDICES

Appendixes 1. Guides of Interview: The Teachers'

Project: <u>The Teachers' Strategies to Encourage Students' Self Confidence in</u>

<u>Speaking Skill.</u>

Place   : SMP Negeri 1 Likupang

Interviewer   : Safwa N. Yusuf

This is a study of the strategies used by teachers. The goal is to learn about teachers' strategies for increasing students' self-confidence in their speaking abilities. The data will be gathered through a semi-structured interview, which will be recorded and only used for research purposes to protect the confidentiality of the interviewees based on informed consent. Several questions about the teaching-learning process in the classroom will be asked of you during the interview. The emphasis is on teachers' teaching strategies that promote students' self-confidence in their speaking abilities. The interview will last approximately 45 minutes.

List of Interview:

1. How long have you been teaching at SMP Negeri 1 Likupang?

2. What do you think about the speaking skills of students in this school?

3. How many students in the class are you teaching?

4. What are the strategies in lesson planning to encourage students' self-confidence in speaking skill?

5. What are the steps that you use in implementing the strategy?

6. What do you think causes students to feel not confident when speaking English?

7. How do you instill confidence in your students when they speak English?

8. What is the trick you used with students who are not confident when speaking English

Appendixes 2. Guides of Interview: The Students'

Project: <u>The Teachers' Strategies to Encourage Students' Self Confidence in Speaking Skill.</u>

Place   : SMP Negeri 1 Likupang

Interviewer   : Safwa N. Yusuf

This is a study of the strategies used by teachers. The goal is to learn about teachers' strategies to encourage students' self-confidence in speaking skill. The data will be gathered through a semi-structured interview, which will be recorded and only used for research purposes to protect the confidentiality of the interviewees based on informed consent. The purpose of this interview is to learn about students' perceptions of teachers' strategies who have been interviewed by the writer. Several questions about the teaching-learning process in the classroom will be asked of you during the interview. The emphasis is on teachers' teaching strategies that promote students' self-confidence in speaking skill.

Questions :

1. What difficulties do you face in speaking in English?

   (Apakah ada kesulitan ketika anda berbicara dalam bahasa inggris?)

2. Are you confident when speaking in English in front of the class?

   (Apakah Anda percaya diri ketika berbicara dalam bahasa Inggris? di depan kelas?)

3. What makes you not confident to speak in English?

   (hal apa yang membuat anda tidak percaya diri untuk berbicara dalam bahasa Inggris?

4. What do teachers usually do so you are not ashamed to speak in English?

   (Apa strategi yang biasanya dilakukan guru agar kamu tidak malu berbicara dalam bahasa Inggris?)

5. Do teachers often giving assignments related to "speaking"? Such as speech, role-play, mini-debate, presentation?

   (apakah guru sering memberikan tugas yang berhubungan dengan "berbicara"? Seperti, role-play, song, dan sebagainya?

Appendix 3: Interview Transcript

A. **Interview with the teachers'**

<u>**Int. 1 (YT):**</u>

1. **Interviewer :** berapa lama bapak/ibu mengajar di SMP Negeri 1 Likupang? (*How long have you been teaching at SMP Negeri 1 Likupang?*)

   Interviewee: saya disini di SMP Negeri 1 Likupang sudah mengajar selama delapan tahun semenjak 2013.

   (*I am here at SMP Negeri 1 Likupang, I have been teaching for eight years since 2013).*

2. **Interviewer :** Bagaimana pendapat bapak/ibu, mengenai kemampuan bahasa inggris siswa-siswi di sekolah ini? (*What do you think about the speaking skills of students' in this school?*)

   Interviewee: kemampuan bahasa inggris para siswa-siswi di sekolah ini saya rasa masih sangat kurang. Karena kebanyakan dari mereka sejak sekolah dasar belum adanya mata pelajaran bahasa inggris. Padahal di likupang ini sudah termasuk daerah kawasan ekonomi khusus dan pastinya kemampuan bahasa inggris sangat diperlukan. (*I think the English language skills of the students at this school are still very lacking. Because, most of them have not had English subjects since elementary*

school, even though in Likupang it is included in the special economic zone area and of course English skills are very good is indispensable).

3. **Interviewer :** Berapa banyak siswa di kelas yang bapak/ibu ajar? *(How many students in the class are you teaching?)*

   Interviewee: saya mengajar dua angkatan yaitu kelas 7 dan beberapa kelas di kelas 8. Di kelas 7 terdapat lima kelas dan dimasing-masing kelas ada sekitar 26 siswa. Dan di kelas 8 juga terdapat lima kelas tapi saya mengajar hanya di tiga kelas saja dan di masing-masing kelas ada sekitar 27/28 siswa. (*I teach two classes namely grade 7 and several classes in grade 8. In grade 7 there are five classes and in each class there are about 26 students. And in grade 8 there are also five classes but I teach only three classes and in each class there are about 27/28 students).*

4. **Interviewer :** Apa strategi dalam perencanaan pelajaran untuk mendorong kepercayaan diri siswa dalam keterampilan berbicara? (*What are the strategies in lesson planning to encourage students' self confidence in speaking skill?)*

   Interviewee: yang biasa saya lakukan untuk mendorong kepercayaan diri siswa dalam keterampilan berbicara yaitu dengan cara memberikan siswa motivasi, memberikan game, dan juga memberikan strategi menyanyi agar mudah diingat oleh siswa. *(that I usually do to encourage students' self confidence in speaking skills is to give students the motivation, to give games and also provide singing strategies to make it easier for students to remember).*

5. **Interviewer :** Langkah-langkah apa yang anda gunakan dalam menerapkan strategi? *(What are the steps that you use in implementing the strategy?)*

Interviewee: Langkah-langkah yang saya gunakan dalam menerapkan strategi yaitu dengan cara : hal atau pertama yang biasa saya lakukan untuk mendorong kepercayaan diri siswa dalam keterampilan berbicara yaitu dengan cara memberikan siswa motivasi terlebih dahulu melalui langkah pendekatan. Saya rasa ketika saya menerapkan hal tersebut terhadap siswa, pembelajaran akan semakin efektif. Kemudian strategi selanjutnya yaitu dengan cara memberikan mereka game untuk meningkatkan kosa kata siswa. Dalam mengajar saya juga menggunakan strategi menyanyi. Saya rasa strategi menyanyi ini merupakan salah satu strategi yang paling efektif. Karena menyanyi merupakan kegiatan yang sangat menyenangkan dan digemari para siswa. Dengan memberikan strategi menyanyi dalam bahasa inggris ini, maka akan lebih mudah siswa mengingat kosa kata yang terkandung dalam nyanyian tersebut. Contoh lirik nyanyian yang biasanya saya berikan yaitu: tentang greeting, mengeja huruf alphabet, nama-nama hari, bulan, dan banyak juga yang lainnya. *(The steps I use in implementing is : The first thing or the first strategy that I usually do to encourage students' confidence in speaking skills is by giving students motivation. First, through an spproach step. I think when I apply this to students, learning will be more effective then the next strategy is by giving them games to increase students' vocabulary in teaching. I*

also use singing strategies. I think this singing strategy is one of the most effective strategies. Because singing is very important activity fun and enjoyable for students. By giving this strategy to sing in English, it will be easier for students to remember the vocabulary contained in the song. Examples of song lyrics that I usually give are about greeting, spelling letters of the alphabet, names of months, days, and many others).

6. **Interviewer :** Menurut Ibu/Bapak apa yang menyebabkan siswa merasa tidak percaya diri ketika berbicara bahasa inggris? (*What do you think causes students to feel not confidence when speaking English?*)

   Interviewee: Hal yang menyebabkan siswa merasa tidak percaya diri ketika berbicara bahasa inggris biasanya mereka takut dan malu mengucapkan kata dalam bahasa inggris karena bahasa inggris lain ditulis lain pula cara bacanya jadi kadang-kadang ketika salah pengucapannya teman yang lain suka menertawakan. Dan hal itu yang biasanya membuat kepercayaan diri siswa menurun. (*The thing that causes students to feel insecure when speaking English is usually they afrais and embarrassed to say words in English because other English is written differently, so sometimes when they pronounce it wrong, other friends like tomlaugh and things that's what usually makes students' self-confidence decrease).*

7. **Interviewer :**Bagaimana Ibu/Bapak membangun kepercayaan diri siswa anda ketika mereka berbicara bahasa inggris? (*How do you instill confidence in your students when they speak English?*)

Interviewee: Cara saya membangun kepercayaan diri siswa ketika mereka berbicara bahasa inggris yaitu dengan memberikan siswa motivasi, kemudian lebih banyak memberikan praktik dibandingkan dengan hanya monoton menjelaskan materi saja. *(The way I build students' self-confidence when they speak English is by giving students motivation and then giving more practice compared to just monotonously explaining the material).*

8. **Interviewer:** Apa trik yang Ibu/Bapak gunakan dengan siswa yang tidak percaya diri ketika berbicara bahasa inggris? (*What is the trick you used with students who not confidence when speaking English?*)

   Interviewee: Trik yang saya gunakan ketika siswa tidak percaya diri itu dengan cara memberikan mereka nasehat, motivasi lagi, dan juga manfaat yang akan di dapatkan ketika bisa berbahasa inggris. *(The trick I use when students are not confident is by giving them more motivational advice and also the benefits that will be obtained when they can speak English).*

Int. 2 (RV):

1. **Interviewer :** berapa lama bapak/ibu mengajar di SMP Negeri 1 Likupang? (*How long have you been teaching at SMP Negeri 1 Likupang?*)

   Interviewee: saya disini di SMP Negeri 1 Likupang sudah mengajar selama tujuh tahun semenjak 2014.

(*I am here at SMP Negeri 1 Likupang, I have been teaching for seven years since 2014).*

2. **Interviewer:** Bagaimana pendapat bapak/ibu, mengenai kemampuan bahasa inggris siswa-siswi di sekolah ini? (*What do you think about the speaking skills of students' in this school?*)

   Interviewee: saya rasa kemampuan bahasa inggris siswa masih sangat kurang di sekolah ini. Karena ketika siswa berbicara dalam bahasa inggris mereka merasa kesulitan dalam pengucapan yang disebabkan oleh pengaruh dialeg, aksen dari tempat tinggal mereka masing-masing. *(I think students', English skills are still very lacking in this school because when students speak English they find it difficult to pronounce due to the influence of dialect, accent from their respective places of residence).*

3. **Interviewer:** Berapa banyak siswa di kelas yang bapak/ibu ajar? *(How many students in the class are you teaching?)*

   Interviewee: saya mengajar dua angkatan yaitu kelas 9 dan dua kelas di kelas 8. Di kelas 9 terdapat lima kelas dan dimasing-masing kelas ada sekitar 23/24 siswa. Dan di kelas 8 juga terdapat lima kelas tapi saya mengajar hanya di dua kelas saja dan di masing-masing kelas ada sekitar 27/28 siswa. *(I teach two classes namely grade 9 and two classes in grade 8. In grade 9 there are five classes and in each class and about 23/24 students and grade 8 there are also five classes but I teach only in two classes and each class has about 27/28 students).*

4. **Interviewer :** Apa strategi dalam perencanaan pelajaran untuk mendorong kepercayaan diri siswa dalam keterampilan berbicara? (*What are the strategies in lesson planning to encourage students' self confidence in speaking skill?*)

Interviewee: strategi yang saya gunakan dengan memberikan contoh kosa kata atau bacaan dalam bahasa inggris dan di repeat sampai siswa bisa. Dan biasanya juga saya memberikan siswa dialog percakapan sesama teman agar mereka terbiasa dan percaya diri ketika berbicara dalam bahasa inggris. *(The strategy used is by giving examples of vocabulary or readings in English and repeating them until students can and usually I also give students dialogues with their friends so that they are accustomed and confident when speaking in English).*

5. **Interviewer:** Langkah-langkah apa yang anda gunakan dalam menerapkan strategi? *(What are the steps that you use in implementing the strategy?)*

Interviewee: langkah-langkah yang saya gunakan biasanya pertama, memberikan siswa bacaan atau kosa kata dalam bahasa inggris dan apabila siswa salah dalam pengucapan maka siswa harus mengulangi terus menerus sampai mereka bisa mengucapkan kalimat atau kosa kata yang diberikan. Dan setelah siswa sudah bisa mengucapkan kalimat atau kosa kata tersebut biasanya saya memberikan siswa kebebasan untuk membuat kelompok kecil dan saling berdiskusi sesama teman kelompok kemudian membuat dialog percakapan dan tampil di depan kelas untuk melatih siswa agar lebih percaya diri dan tidak malu untuk tampil di depan kelas

menggunakan bahasa inggris. *(The steps used are usually first to give students readings or vocabulary in English and if students are wrong in pronunciation then students have to repeat it over and over until they can pronounce the given sentence or vocabulary. And after students can say, I usually give students the freedom to form small groups and discuss with each other among group mates then make dialogue conversations and appear in front of the class to train students to be more confident and not shy to appear in front of the class use English).*

6. **Interviewer :** Menurut Ibu/Bapak apa yang menyebabkan siswa merasa tidak percaya diri ketika berbicara bahasa inggris? (*What do you think causes students to feel not confidence when speaking English?*)

   Interviewee: yang menyebabkan siswa tidak percaya diri biasanya karena malu dan akan saling menertawakan sesama teman ketika salah pengucapan. Dan biasanya juga mereka takut kalau terdapat pengucapan yang salah karena bahasa inggris lain di tulis lain pula di baca. *(Which causes students to not be confident, usually because they are embarrassed and will laugh at each other when they are mispronounced and usually they are also afraid if there is an incorrect pronunciation because other English is written differently).*

7. **Interviewer :**Bagaimana Ibu/Bapak membangun kepercayaan diri siswa anda ketika mereka berbicara bahasa inggris? (*How do you instill confidence in your students when they speak English?*)

Interviewee: biasanya yang saya lakukan memberikan siswa motivasi dan mendekati siswa yang merasa kurang percaya diri secara face to face tapi biasanya mereka suka takut dan grogi tapi saya terus dorong siswa tersebut sampai akhirnya mereka mau speak up dan lebih pede lagi. *(Usually what I do is provide a residual motivation and approach students who feel less confident face to face. Usually they are afraid and nervous but I keep pushing the students until they finally want to act and be more confident).*

8. **Interviewer:** Apa trik yang Ibu/Bapak gunakan dengan siswa yang tidak percaya diri ketika berbicara bahasa inggris? (*What is the trick you used with students who not confidence when speaking English?*)

Interviewee: saya biasanya mendekati siswa dan memberikan mereka motivasi dan juga saya tanyakan apa yang menjadi kendala mereka sehingga tidak percaya diri dalam berbicara bahasa inggris. *(I usually approach the students and give them motivation. I also ask what is going on with the their problems so that they are not confident in speaking English).*

B. Interview with the students'

Int. 3 (SB):

1. **Interviewer :** Apakah ada kesulitan ketika anda berbicara dalam bahasa inggris? (*What difficulties do you face in speaking in English?)*

Interviewee: Iya, ada *(Yes, there is).*

2. **Interviewer :** Apakah Anda percaya diri ketika berbicara dalam bahasa Inggris di depan kelas? *(Are you confident when speaking in English in*

front of the class?)

Interviewee: saya kurang percaya diri untuk berbicara di depan kelas. *(I don't have the confidence to speak in front of the class).*

3. **Interviewer :** hal apa yang membuat anda tidak percaya diri untuk berbicara dalam bahasa Inggris? *(What makes you not confident to speak in English?)*

Interviewee: takut salah ucapan. *(Afraid of saying wrong).*

4. **Interviewer :** Apa strategi yang biasanya dilakukan guru agar kamu tidak malu berbicara dalam bahasa Inggris? *(What do teachers usually do so you are not ashamed to speak in English?)*

Interviewee: Jika ada yang salah tidak boleh ditertawakan. *(If something goes wrong you can't laugh).*

5. **Interviewer :** apakah guru sering memberikan tugas yang berhubungan dengan "berbicara"? Seperti, role-play, song, dan sebagainya? *(Do teachers often giving assignments related to "speaking"? Such as speech, role-play, mini-debate, presentation?)*

Interviewer : Tidak *(No)*

Int. 4 (MI):

1. **Interviewer :** Apakah ada kesulitan ketika anda berbicara dalam bahasa inggris? (*What difficulties do you face in speaking in English?*)

Interviewee: Yah, saya kesulitan mengucapkan kata dalam bahasa inggris *(Yeah I have trouble pronouncing words in English).*

2. **Interviewer :** Apakah Anda percaya diri ketika berbicara dalam bahasa Inggris? di depan kelas? *(Are you confident when speaking in English in front of the class?)*

   Interviewee: saya kurang percaya diri untuk berbicara dalam bahasa inggris di depan kelas. *(I am not confident enough to speak in English in front of the class).*

3. **Interviewer:** hal apa yang membuat anda tidak percaya diri untuk berbicara dalam bahasa Inggris? *(What makes you not confident to speak in English?)*

   Interviewee: Karna saya sedikit kesulitan mengucapkan kata dalam bahasa inggris dan itu yang membuatku tidak percaya diri. *(Because I have a little difficulty pronouncing words in English and that makes me not confident).*

4. **Interviewer:** Apa strategi yang biasanya dilakukan guru agar kamu tidak malu berbicara dalam bahasa Inggris? *(What do teachers usually do so you are not ashamed to speak in English?)*

   Interviewee: Strategi yang digunakan guru di kelas dalam menanamkan rasa percaya diri siswa yaitu menggunakan metode pembelajaran diskusi kelompok dan pembiasaan, karena dengan metode ini dilihat presentase keberhasilannya sangat tinggi. *(The strategy used by the teacher in the*

classroom in instilling students' self-confidence is using the group discussion and habituation learning method because with this method, the percentage of success is very high).

5. **Interviewer :** apakah guru sering memberikan tugas yang berhubungan dengan "berbicara"? Seperti, role-play, song, dan sebagainya? *(Do teachers often giving assignments related to "speaking"? Such as speech, role-play, mini-debate, presentation?)*

Interviewer: yah sering, seperti role-play (Yeah often, like role-play)

Int. 5 (BB):

1. **Interviewer :** Apakah ada kesulitan ketika anda berbicara dalam bahasa inggris? (*What difficulties do you face in speaking in English?*)
Interviewee: Iya, ada *(Yes, there is)*

2. **Interviewer :** Apakah Anda percaya diri ketika berbicara dalam bahasa Inggris? di depan kelas? *(Are you confident when speaking in English in front of the class?)*
Interviewee: Tidak *(No)*

3. **Interviewer :** hal apa yang membuat anda tidak percaya diri untuk berbicara dalam bahasa Inggris? *(What makes you not confident to speak in English?)*
Interviewee: Takut pengucapannya salah *(Afraid to pronounce)*

4. **Interviewer :** Apa strategi yang biasanya dilakukan guru agar kamu tidak malu berbicara dalam bahasa Inggris? *(What do teachers usually do so you are not ashamed to speak in English?)*

Interviewee: Seluruh siswa disuruh diam dan tidak menertawakan jika pengucapannya salah. *(All students were told to be quite and not laugh at the pronunciation of problems).*

5. **Interviewer :** apakah guru sering memberikan tugas yang berhubungan dengan "berbicara"? Seperti, role-play, song, dan sebagainya? *(Do teachers often giving assignments related to "speaking"? Such as speech, role-play, mini-debate, presentation?)*

   Interviewer : Tidak *(No)*

Int. 6 (GK):

1. **Interviewer :** Apakah ada kesulitan ketika anda berbicara dalam bahasa inggris? (*What difficulties do you face in speaking in English?*)

   Interviewee: Ada kesulitan sedikit *(There is a little difficulty)*

2. **Interviewer :** Apakah Anda percaya diri ketika berbicara dalam bahasa Inggris? di depan kelas? *(Are you confident when speaking in English in front of the class?)*

   Interviewee: kurang percaya diri *(lack of confidence)*

3. **Interviewer :** hal apa yang membuat anda tidak percaya diri untuk berbicara dalam bahasa Inggris? *(What makes you not confident to speak in English?)*

   Interviewee: Ketika nanti ada kesalahan dalam pengucapan bahasa inggrisnya *(When later there is an error in English pronunciation)*

4. **Interviewer :** What do teachers usually do so you are not ashamed to speak in English? *(Apa strategi yang biasanya dilakukan guru agar kamu tidak*

malu berbicara dalam bahasa Inggris?)

Interviewee: Memberikan semangat dan memberi pengarahan dengan lebih baik *(Provide encouragement and provide better direction)*

5. **Interviewer :** apakah guru sering memberikan tugas yang berhubungan dengan "berbicara"? Seperti, role-play, song, dan sebagainya?

   (Do teachers often giving assignments related to "speaking"? Such as speech, role-play, mini-debate, presentation?)

   Interviewee: Ya, sering (Yes, often)

Int. 7 (DL):

1. **Interviewer :** Apakah ada kesulitan ketika anda berbicara dalam bahasa inggris? (*What difficulties do you face in speaking in English?*)

   Interviewee : iya, karena sulit menghafal *(yes, because it's hard to memorize)*

2. **Interviewer :** Apakah Anda percaya diri ketika berbicara dalam bahasa Inggris? di depan kelas? *(Are you confident when speaking in English in front of the class?)*

   Interviewee : iya *(yes)*

3. **Interviewer :** hal apa yang membuat anda tidak percaya diri untuk berbicara dalam bahasa Inggris? *(What makes you not confident to speak in English?)*

   Interviewee : takut salah mengucapkan kalimat dalam bahasa inggris *(afraid to say wrong sentence in English)*

4. **Interviewer :** What do teachers usually do so you are not ashamed to speak

in English? *(Apa strategi yang biasanya dilakukan guru agar kamu tidak malu berbicara dalam bahasa Inggris?)*

Interviewee: memberikan dorongan juga semangat belajar *(provide encouragement and enthusiasm for learning)*

5. **Interviewer :** apakah guru sering memberikan tugas yang berhubungan dengan "berbicara"? Seperti, role-play, song, dan sebagainya?

   (Do teachers often giving assignments related to "speaking"? Such as speech, role-play, mini-debate, presentation?)

   Interviewee: sering di setiap pelajaran *(often in every lesson)*

Int. 8 (JZ) :

1. **Interviewer :** Apakah ada kesulitan ketika anda berbicara dalam bahasa inggris? (*What difficulties do you face in speaking in English?*)

   Interviewee : iya terkadang saya salah mengucapkannya dan salah mengartikannya *(yes sometimes I mispronounce it and misinterpret it)*

2. **Interviewer :** Apakah Anda percaya diri ketika berbicara dalam bahasa Inggris? di depan kelas? *(Are you confident when speaking in English in front of the class?)*

   Interviewee : terkadang saya tidak merasa percaya diri dalam berbicara bahasa inggris di depan kelas *(sometimes I don't feel confidence in speaking English in front of the class)*

3. **Interviewer :** hal apa yang membuat anda tidak percaya diri untuk berbicara dalam bahasa Inggris? *(What makes you not confident to speak in English?)*

Interviewee : hal yang membuat saya tidak percaya diri adalah saya takut salah berbicara, saya takut ditertawakan teman teman dan di ejek oleh teman teman *(the thing that makes me insecure is I'm afraid of speaking the wrong way, I'm afraid of being laughed at by friends and ridiculed by friends)*

4. **Interviewer :**What do teachers usually do so you are not ashamed to speak in English? *(Apa strategi yang biasanya dilakukan guru agar kamu tidak malu berbicara dalam bahasa Inggris?)*

 Interviewee: guru bahasa inggris saya selalu memberi tahu ketika saya salah berbicara. Guru saya memberi saya saran supaya tidak takut ataupun malu ketika berbicara bahasa inggris. *(my English teacher always tell me when I speak wrong, my teacher give me advice not to be afraid or embarrassed when I speak English)*

5. **Interviewer :** apakah guru sering memberikan tugas yang berhubungan dengan "berbicara"? Seperti, role-play, song, dan sebagainya?

 (Do teachers often giving assignments related to "speaking"? Such as speech, role-play, mini-debate, presentation?)

 Interviewee: ya pernah *(yes)*

 Int. 9 (GY) :

1. **Interviewer :** Apakah ada kesulitan ketika anda berbicara dalam bahasa inggris? (*What difficulties do you face in speaking in English?*)

 Interviewee : iya, susah mengucapkan kata bahasa inggris *(yes, it's hard to pronounce English words)*

2. **Interviewer :** Apakah Anda percaya diri ketika berbicara dalam bahasa Inggris? di depan kelas? *(Are you confident when speaking in English in front of the class?)*

Interviewee : saya malu berbicara bahasa inggris di depan kelas *(I am ashamed to speak in English in front of the class)*

3. **Interviewer :** hal apa yang membuat anda tidak percaya diri untuk berbicara dalam bahasa Inggris? *(What makes you not confident to speak in English?)*

Interviewee : karena malu di tertawakan teman-teman *(because I'm embarrassed to be laughed at by friends)*

4. **Interviewer :**What do teachers usually do so you are not ashamed to speak in English? *(Apa strategi yang biasanya dilakukan guru agar kamu tidak malu berbicara dalam bahasa Inggris?)*

Interviewee: memberikan motivasi untuk lebih semangat belajar *(provide motivation to be more enthusiastic about learning)*

5. **Interviewer :** apakah guru sering memberikan tugas yang berhubungan dengan "berbicara"? Seperti, role-play, song, dan sebagainya? *(Do teachers often giving assignments related to "speaking"? Such as speech, role-play, mini-debate, presentation?)*

Interviewee: iya pernah *(yes)*

Int. 10 (KY) :

1. **Interviewer :** Apakah ada kesulitan ketika anda berbicara dalam bahasa inggris? (*What difficulties do you face in speaking in English?*)

Interviewee : iya kesulitan berbicara kak *(yes, it's hard to speak)*

2. **Interviewer :** Apakah Anda percaya diri ketika berbicara dalam bahasa Inggris? di depan kelas? *(Are you confident when speaking in English in front of the class?)*

Interviewee : kadang-kadang kak, soalnya bahasa inggris *(sometimes because it's English)*

3. **Interviewer :** hal apa yang membuat anda tidak percaya diri untuk berbicara dalam bahasa Inggris? *(What makes you not confident to speak in English?)*

Interviewee : takut salah dan malu sama teman-teman *(afraid of being wrong and ashamed of friends)*

4. **Interviewer :** What do teachers usually do so you are not ashamed to speak in English? *(Apa strategi yang biasanya dilakukan guru agar kamu tidak malu berbicara dalam bahasa Inggris?)*

Interviewee: memberikan semangat dan mengatakan kepada saya dan teman-teman untuk tidak malu dan harus percaya diri *(encouraging and telling me and my friends not to be shy and to be confident)*

5. **Interviewer :** apakah guru sering memberikan tugas yang berhubungan dengan "berbicara"? Seperti, role-play, song, dan sebagainya?

(Do teachers often giving assignments related to "speaking"? Such as speech, role-play, mini-debate, presentation?)

Interviewee: iya kadang-kadang *(yes sometimes)*

Interview with the Student on Monday 11th October 2021

Interview with the Student on Monday 11th October 2021

Documentation :

1. Interview with the teacher A on Tuesday 13th July 2021

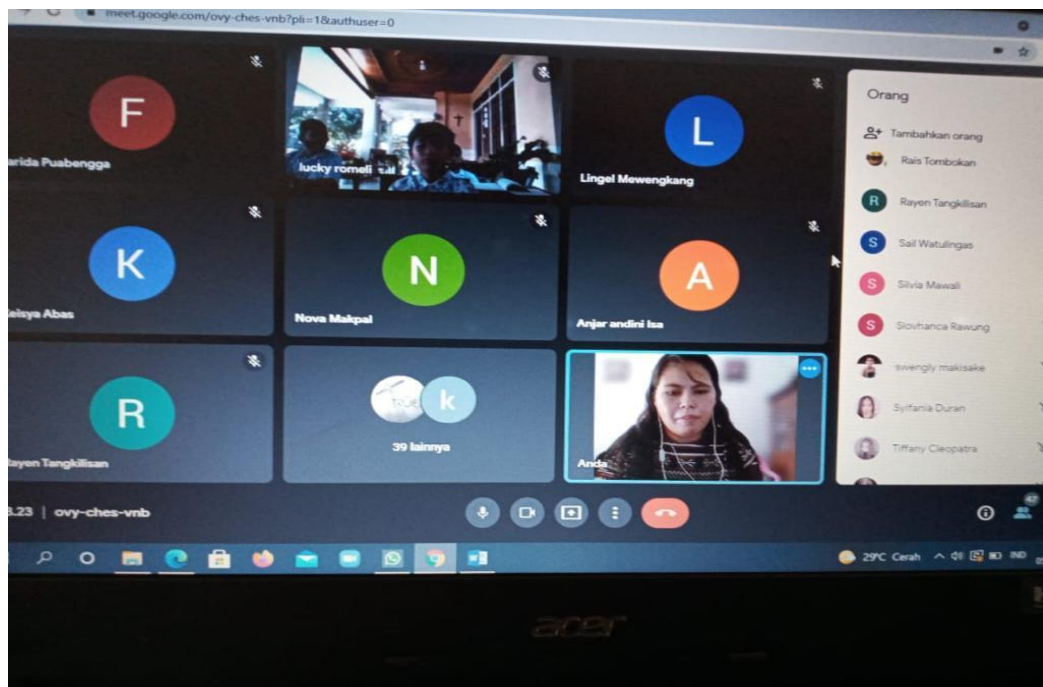2. Interview with the teacher B on Tuesday 13th July 2021

Documentation with the operator on Tuesday 13th July 2021

English learning process on Monday 11th October 2021

English learning process on Thursday 14th October 2021

WRITER BIOGRAPHY

Name	: Safwa N. Yusuf
Place and Date of Birth	: Manado, 20 April 1999
Adress	: Ds Maen Jg III, Likupang Timur, Minahasa Utara.
Phone Number	: 081398936825
E-mail	: yusufsafwa@gmail.com

Parents' Name

Father	: Nasruddin Yusuf
Mother	: Fathum Ibrahim

Educational Background

Elementary School	: SD Negeri Maen	(2004-2010)
Junior High School	: MTs Biharul Ulum	(2010-2013)
Senior High School	: MA Mu'allimaat Muh YK	(2013-2016)

Organizational Experience :

1. Secretary of Komisariat Averroes IMM IAIN Manado 2018
2. Treasurer of SEMA FTIK IAIN Manado 2019
3. Treasures of IMM SULUT 2021

Manado, 04 November 2021

The Writer,

Safwa N. Yusuf