AN ANALYSIS OF TEACHERS' STRATEGIES TO ENCOURAGE STUDENTS' SELF CONFIDENCE IN SPEAKING

THESIS

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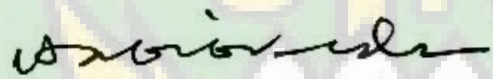Date: 30 / December /2019   Date: 30 / December /2019

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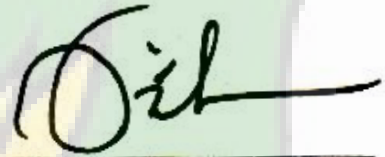Jumadil Awal 1441

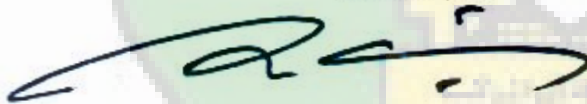In Darussalam, Banda Aceh

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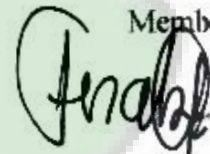
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ABSTRACT

Some students have a lot of problems in speaking English, one of which is lack of confidence that makes them nervous to speak. This descriptive qualitative study was conducted to analyze teachers' strategies to encourage students' self-confidence in speaking English. Purposive sampling technique was applied to select appropriate samples from the population of second grade students in MTs Darul Ihsan. Five English teachers teaching at this school were interviewed. Five students having highest rank in class VIIIA were also purposively recruited as the participants of this research. Then, the data from interview were analyzed by using coding technique. The findings showed that there were four strategies generally used by the teachers in teaching speaking; motivation, presentation, cooperative activity and drilling. In addition, the teaching strategies used by the teachers were positively perceived by the students. This result also implied that the teachers were successful in encouraging students' self-confidence, because they felt happy and enjoyed following the teaching-learning process. As result, it is suggested that teachers use appropriate strategies of teaching speaking in accordance with students' characteristics and level of proficiency.

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CHAPTER I

INTRODUCTION

A. **Background of Study**

Speaking is a part of human life that cannot be separated from someone activity. It means speaking is an activity involving two or more people who make a two-way communication. Speaking is one of the language skills in everyday life used for communication. Fulcher (2003) defines speaking as "the verbal use of language to communicate with others." Speaking is a productive oral skill usually performed by two or more people. Chaney (2002) states that speaking is a process of interaction between two or more people by developing and sharing ideas through the use of verbal and non-verbal symbols, in various contexts. It is very important to be able to speak English regarding that it is the most commonly accept language in the world so that it will be very beneficial for those who comprehend it not only to improve their knowledge and skills but also easier for them to get a job. More than that, they will not find it difficult to communicate and interact with people around the world when they travel (Garg & Gautam, 2015).

Speaking English is not easy especially for EFL students (Dewi, Kultsum & Armadi, 2016). Some students feel that speaking English in front of many people is not as easy as speaking Bahasa. It happened with Indonesian students who have a strong influence in their mother language and they are more likely to think that English is not important to learn. Moreover, building speaking

confidence which is usually a huge concern for many Indonesian students is the main problem that should be solved by teachers. Students are ashamed to be false and will feel bad if they do the mistakes in speaking. Feeling nervous about communicating with words and sounds that unfamiliar will be hard to be done. Therefore, speaking English is still hard to learn besides it has a lot of parts that should be mastered by the students (Fajrinur, 2019).

Speaking has a lot of elements that should be mastered by the students such as grammar, vocabulary, and pronunciation. Furthermore, students fear of being laughed by their friend and they are also not confident enough to express their idea and feeling hesitant due to the lack of skill about those elements. Then, they are also bored in learning English because the teaching-learning activities provided conventionally so that students are more likely not to follow the teaching learning process, for instance; the teacher asked the students to perform the text they have memorized without any varied strategies (Gudu, 2010). Therefore, teachers should have the competence to provide an interesting way in build the students' confidence to speak English.

Confidence is a positive attitude of an individual that enables him to develop positive assessment with himself and to the environment or situation he faced (Lauster (2002). Confidence means beliefs, what someone believe to achieve may be called by confidence. Self-confidence is the term of someone that beliefs on them truly. Some experts mention the definitions of self-confidence. Grubber (2010) states that self-confidence is an attitude you hold about yourself that allows you to move forward and achieve your goals.

That is why the researcher offers this study to solve that problem. This study is to discuss in depth the ways in enhancing self-confidence to overcoming speaking problem. This study is comprised of several sections which are the definition of speaking itself, speaking problems, and how to overcome speaking problems.

There are many ways to help the students to overcome their difficulties in speaking English. According to Harmer (2001), when the teachers want to encourage students to speak, they have to use a communicative approach that avoids the concentration of grammar and vocabulary but emphasizes on the significance of language function. Therefore, teachers have to try to motivate students to speak by using games combined with the communicative approach so that hopefully it can create a good circumstance, encourage students to take part actively and improve the quality of students' communicative competence.

Based on the explanation above, the researcher would like to investigate the teacher's strategies to encourage students' self-confidence to speak English. This study will be conducted in MTs Darul Ihsan and the researcher will take some teachers to be participants of this research. Furthermore, an interview will be conducted to a teacher, and also some students will get an interview to find out their perception toward the teacher's strategies to develop students' self-confidence. Thus, the researcher would like to entitle this study *"An Analysis of Teachers' Strategies to Encourage Students' Self Confidence in Speaking"*.

B. Research Questions

Based on the background of this study, the research questions of this study are formulated as follows:

1. What are strategies used by teachers to encourage students' self-confidence in speaking?

2. How do the students perceive the teacher's strategies to encourage students' self-confidence in speaking?

C. Objectives of Study

According to the research question above, here are the relevant objectives of study formulated as follows:

1. To know the strategies used by the teacher to encourage students' self-confidence in speaking

2. To find out the students' perception of the teacher's strategies to encourage students' self-confidence in speaking

D. Significance of Study

The researcher hopes that this study would give contribution especially in theoretical and practical aspects in the education field. In term of theory, the result of this study could contribute to English students, teachers, future research and reader as well.

Firstly, the result of this study may help students to improve their self-confidence by following the teachers' strategies in the classroom.

Secondly, for teachers, this study is expected to give a new strategy for the teachers in teaching speaking that would apply in their classroom in order to develop students' self-confidence.

The last, for researchers, this study provides some sources that can contribute to support other research in to find out a better result related to this topic.

E. Limitation of Study

This study is conducted to investigate the teachers' strategies in speaking classroom to encourage students' self-confidence. The participants that would be taken for this research are the teachers in Darul Ihsan Junior High School and the second grade of Junior High School students. Darul Ihsan Junior High School will be chosen for this research. The data of this study will be obtained through interview.

F. Terminologies

To avoid misunderstanding toward this study, the researcher would like to provide some terms related to this topic as follow:

1. Speaking

Speaking is an interactive process which leads to constructing meaning that involves the development of a particular type of production, reception, and information processing in its typical grammatical, lexical, and discourse patterns (Burns & Joyce, 1997). In this study, speaking is a class in Darul Ihsan Junior

High School that the researcher wants to investigate the teachers' strategies in improving students' self-confidence in it.

2. Self Confidence

Confidence is a positive attitude of an individual that enables him to develop positive assessment with himself and to the environment or situation he faced Lauster (2002). Confidence also refers to self-esteem or self-image Santrock (2011). Self-confidence refers to an individual's view of himself. Grubber (2010) state that self-confidence is an attitude that you hold about yourself that allows you to move forward and achieve your goals. In this study, self-confidence is an attitude had by some students in learning speaking that will be investigated.

3. Teachers' Strategies

Teachers' strategy is a plan or method used by a teacher in the teaching-learning process. The strategies the teacher used help and encourage students to speak English as speaking activities need to maximize the production of language to provide the best conditions for autonomous language use (Brown, 2001; Thornbury, 2005). In this study, this term means the method applied or the strategies that used by the teachers in Darul Ihsan Junior High School to encourage the students' self-confidence in speaking.

CHAPTER II

LITERATURE REVIEW

A. Speaking Skill

1. Definition of Speaking

There are many definitions of speaking that have been proposed by some experts in language learning. Speaking is one of the four language skills taught in the teaching of English. People speak to express their idea, their feeling or respond to the other's talk. When the others can understand what has been talked, it means that the speaker gets the meaning across.

According to Nurlaila (2011), speaking is so much part of daily life that we take it for granted. It means that speaking is activities in daily life. Also, Brown cited in Nurlaila (2011) states that speaking is the product of creative contraction of linguistic strings; the speaker makes choices of lexicon, the structure, and discourse.

Furthermore, Nunan (2003) states that speaking is a productive aural or oral skill which happens in real time. It consists of producing systematic verbal utterance to convey meaning. In conclusion, speaking activities in daily life that is used to express one is ideas and process of choosing and using the element of language. Nunan (2003), also defines speaking serves as a natural means of communication between members of the community in which language is used both for thought and as a form of social behavior.

Speaking is an activity that forces the students to speak. In this case, teachers should give a lot of interactive activities and interesting techniques to support the students to willing to speak. Teachers should give a lot of opportunities to the students during the teaching-learning process.

The example of speaking problems that mention by Ur (1991) are inhibition or they cannot freely to explore their idea, nothing to say, the low of participation and mother tongue. Besides, in classroom interaction there also found several problems in speaking such as: students do not want to talk or say anything, students keep using their own language, or students have low motivation to learn English.

Tsiplakides (2009) stated that speaking anxiety is a person's reluctance to participate in conversations using a particular language. It is due to lack of motivation and low performance. Speaking anxiety is a common phenomenon in learning English as a foreign language. English learners are more anxious in speaking foreign language because they have no ability and less practice in speaking English in class.

Although there are many problems that found in speaking, whether it inside or outside of class, there are many ways to solve it. Such as, try to use English every day in class, and or outside the classroom. This can stimulate someone behavior to always use English as habitual even in daily conversation. Keep in touch with someone who likes English too, because they have much more attention to English than the other.

2. Characteristic of Speaking

Nunan (1989) defines speaking as a macro skill that can be divided into some micro-skills. The learners can be said successful in speaking if they can develop some skills. Those skills are the ability to articulate phonological features of the language comprehensible; mastery of stress, rhythm, intonation patterns; as acceptable degree of fluency: transactional skills; skill in taking long speaking turn; skill in the management of interaction; skill of negotiating meaning; conversational listening skill (successful conversations require good listeners as well as good speakers); skill in knowing about and negotiating purposes for conversations, using appropriate conversational formulae and fillers.

Brown (2001) mentions that speaking can be divided into micro skills and macro skills. There are some criteria of micro skills of speaking that should be considered as in the following:

a. Micro skills

According to Brown (2001), there are ten micro skills that should be mastered by the students to increase the speaking skills, they are:

1. Produce differences among English phonemes and allophonic variants.
2. Produce chunks of language of different lengths.
3. Produce English stress patterns, words in stressed and unstressed positions, rhythmic structure, and information contours.
4. Produce reduced forms of words and phrases. Use an adequate number of lexical units (words) to accomplish pragmatic purposes.
5. Procedure fluent speech at different rates of delivery.

6. Monitor one's oral production and use various strategic devices-pauses, filters, self-corrections, backtracking-to enhance the clarity of the message.

7. Use grammatical word classes (nouns, verbs, etc), systems (e.g., tense, agreement, and pluralization), word order, patterns, rules, and elliptical forms.

8. Produce speech in natural constituents: in appropriate phrases, pauses groups, breathe groups, and sentence constituents.

9. Express a particular meaning in different grammatical forms.

10. Use cohesive devices in spoken discourse.

b. **Macro skills**

Brown (2001) also mentions there are five criteria of macro skills of speaking that should be considered as in the following:

1. Appropriately accomplish communicative functions according to situations, participants, and goals.

2. Use appropriate styles, registers, implicature, redundancies, pragmatic conventions, and conversation rules, floor keeping, and yielding, interrupting, and other sociolinguistic features in face to face conversations.

3. Convey links and connections between events and communicate such relation as vocal and peripheral ideas, events and feelings, new information and given information, generalization and exemplification.

4. Convey facial features, kinesics, body language, and other non verbal language.

5. Develop and use a battery of speaking strategies, such as emphasizing key words, rephrasing, providing a context for interpreting the meaning of words, appealing for help, and accurately assessing how well your interlocutor is understanding you.

B. Self-confidence

According to Brown (2001), self-confidence is the students' belief in their ability that is fully capable of accomplishing a task. Self-efficacy and self-esteem are two main things that contribute to self-confidence. The students will gain a sense of self-efficacy when they see themselves mastering skills and achieving goals in the teaching learning activity. The self-efficacy comes in when the students feel they are capable of completing a given task. It means that self efficacy refers to the students' belief in their capacity to perform and handle specific tasks. Someone who has good self-confidence seems, can speak well. But not all Indonesian students have good self-confidence. It is important to enhance students' confidence to help them overcome their English speaking problem.

Self-confidence is a positive attitude of someone. It is about someone's beliefs of themselves that make them achieve better than others. What the other thing it is hard to achieve, the person that have better self-confidence will do it well. An article on self-confidence from the counseling center at the University of Illinois Urbana-Champaign defines self-confidence as having a positive attitude,

but with realistic views. They note that a self-confident person has a general sense of control of her own life, and can do what she wishes, plans and expects. Self-confidence means that even if things don't go your way, you still believe that eventually, somehow, some way, they will.

Oxford English dictionary defines that confidence means having strong beliefs, firm trust or sure expectation, feeling fully assure, having not failure, etc. Self-confidence is very important in almost every aspect of life. EFL learners need to perform their language skills in real situations. Boot (2005) proposes a hypothesis called affective filter hypothesis, which states that the students who can prevent negative attitude (including anxiety, lack of motivation, and self-confidence) as the filter will attain success in SLA. Brown (2007) also suggests self-confidence as one of the twelve principles of language teaching. He states that the students' belief to be able to accomplish the work will be a factor that determines their success in language learning.

C. Strategies of Teaching Speaking

A various number of speaking teaching strategies are utilized and used in the classrooms for many circumstances. Among others, the strategies of teaching speaking are cooperative activities, role-play, creative tasks, and drilling. Cooperative activities can encourage negotiation of language item (Newton and Nation, 2009). Role plays are activities where students are asked to pretend to be in various social contexts and various social roles (Harmer, 2001; Thornbury, 2005; Solcova, 2011). Creative tasks resemble real-life tasks as Solcova (2011)

asserts that students develop their fluency best, if engaged in tasks where all their concentration focuses on producing something, rather than on the language itself.

Drilling, as Thornbury (2005) argues, is a strategy to improve pronunciation by imitating and repeating words, phrases, and even whole utterances. It functions to make students pay attention to the new materials and emphasize words, phrases, or utterances on students' minds, move new items from working memory to long term memory, provide means of gaining articulatory control over language.

Besides, designing activities for teaching speaking requires some principles to consider. Firstly, speaking activities need to maximize the production of language to provide the best conditions for autonomous language use (Brown, 2001; Thornbury, 2005). Secondly, the activities should be performed in situations where students can show interest, understanding, and ask questions or make comments, called interactivity, and include competitive element where students work together to achieve certain purposes (Thornbury, 2005).

Thirdly, teachers bear in mind what student needs, from language based focus on accuracy to message-based focus on interaction, meaning, and fluency to encourage the use of authentic language in meaningful contexts (Brown, 2001). Besides, meaningful contexts for each activity is important to relate new material with what has been learned and experienced by students so that it can be stored in the long-term memory of students (Brown, 2001; Richards and Rodgers, 2002). Meanwhile, the functions of speaking including talk as transaction aims to exchange information or goods, and talk as interaction aims to maintain social

relationship (Brown and Yule, 1999; Brown, 2001; Bailey, 2005; Thornbury, 2005; Richards, 2008).

D. Previous Study

The following information is discussing about some studies conducted before that relevant to this research. First, Dewi, Kultsum, & Armadi (2016) conducted a research entitled Using Communicative Games in Improving Students' Speaking Skills. The study aims to know whether communicative games have an impact on teaching speaking skills and describe how communicative games give an influence on speaking skills of students at junior high schools in Jakarta, Indonesia. Classroom Action Research (CAR) was implemented based on Kurt. L model. The procedures used were planning, acting, observing, and reflecting. It was done into two cycles in each cycle consisted of three meetings. The researcher used collaborative action research with some of the English teachers. In collecting the data, the instruments were interview, observation, questionnaire and test. The tests only distribute to students. The rest of the instruments administered for both teachers and students. The result of the study showed the mean score's pretest reached of 60.42 to 69.02 and post test's score reached up to 78.77. It is important to describe that there is a significant improvement of 13.9% to 41.7% in post test 1 and 83.33% in post test 2.

Anjaniputra (2013) also did the research concerning teachers' strategies entitled Teacher's Strategies in Teaching Speaking to Students at the Secondary Level. This study is aimed at portraying teacher's strategies in teaching speaking

to students at the secondary level and recognizing students' response towards the strategies by involving an English teacher and a class of 22 students. In collecting the data, classroom observation and interviews were conducted to identify the strategies of teaching speaking, and a set of questionnaires was administered to the students to gain the data about their responses towards the strategies under the umbrella of descriptive research.

The result revealed that the strategies used by the teacher were cooperative activities, role-play, creative tasks, and drilling. In the meantime, students' response towards the strategies resulted in positive attitude as they responded that the strategies helped them to speak, as well as concerned oral production of students whose participation was emphasized.
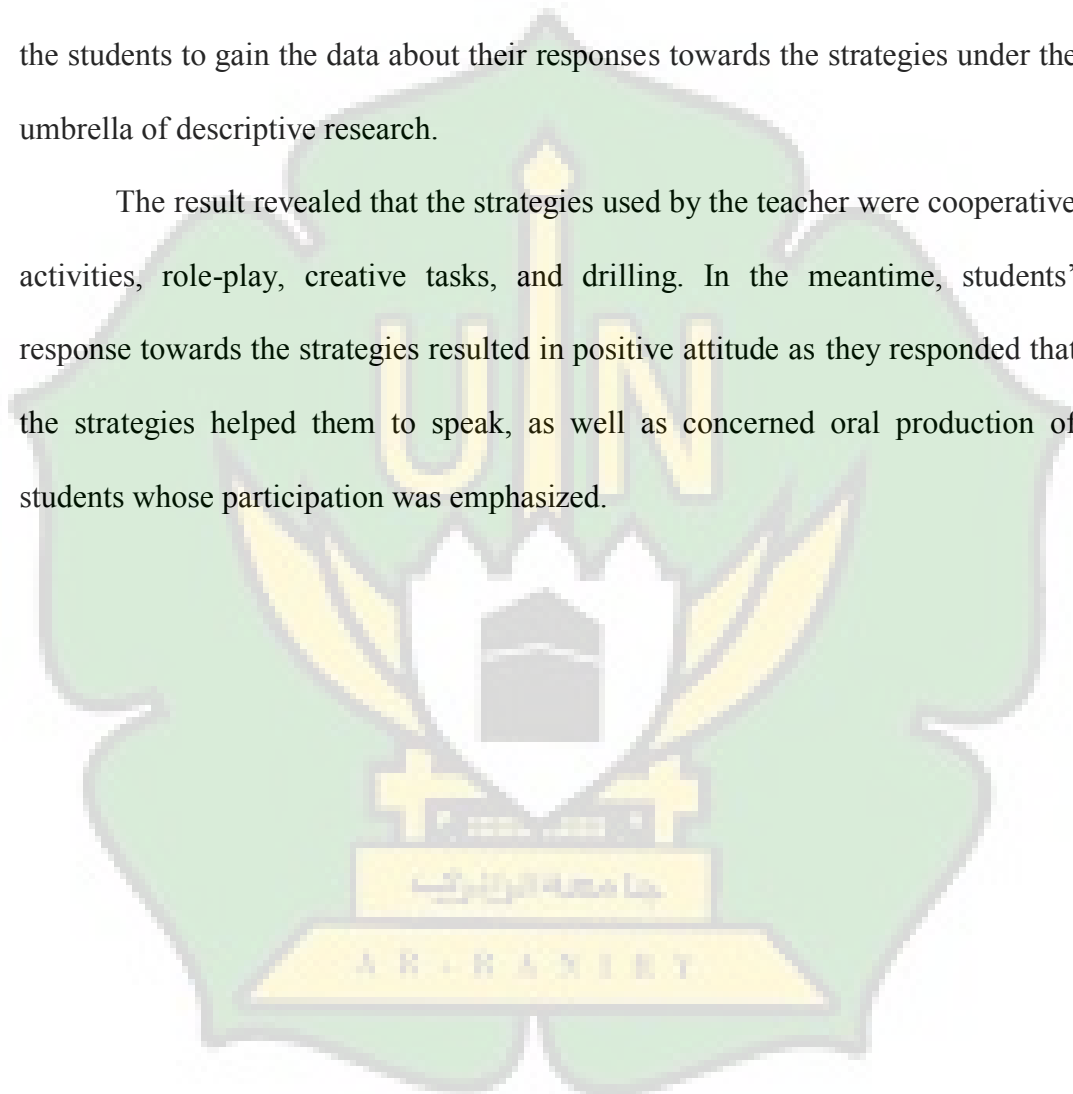
CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

Cresswell (2009), states "research designs are plans and the procedures for research that span the decisions from broad assumptions to detailed methods of data collection and analysis". The decisions involve the researcher to bring their strategy in conducting study including the methodology approach, the data collection strategy, sample of participant, and technique in analyzing the data.

This study is a qualitative approach. "It is a design of inquiry coming from philosophy and psychology in which the researcher describes the lived experiences of individuals about a phenomenon as described by participants. This description culminates in the essence of the experiences for several individuals who have all experienced the phenomenon. This design has strong philosophical underpinnings and typically involves conducting interviews" (Giorgi, 2009; Moustakas, 1994, cited in Cresswell, 2014). The phenomenon which wants to investigate in this study is the strategies used by teachers in MTs Darul Ihsan to encourage students' self-confidence in speaking.

In a qualitative study, the meaning of individuals or groups shared with a social or human problem would be explored and comprehended. Data collected from participants would be analyzed from specific to general one

before interpreting the meaning of the data (Cresswell, 2009). As a result, this inquiry is suitable to apply in this study to get information from the participants. The data may be gained by interview, documentation, observation, and audio-visual or image sources. In this research, the researcher would like to use the interview as the instruments in collecting the data.

B. Population and Sample

    1. Population

Creswell (2008), defines that a population is a group of individuals who have the same characteristic. Therefore, a population is the total of all the individuals who have certain characteristics and are being the interest of a researcher. The population in this research was the teachers of Darul Ihsan and the students in second grade of Darul Ihsan in the academic year of 2018/2019. According to Singh (2006), "Non-probability sampling is a sampling technique where the samples are gathered in a process that does not give all the individuals of the population equal chances of being selected".

    2. Sample

Hornby (1995) argues that a sample is "a number of people or things taken from a larger group and used in tests to provide information

about the group." A sample is a small part of something used to represent the whole or to learn something about the whole.

In order to choose the sample, the researcher used purposive sampling. William (2008) in his website states that purposive sampling can be very useful for situations where the researcher need to reach a targeted sample quickly and where sampling for proportionality is not the primary concern. Therefore, the target samples was five teachers which are teaching English in MTs Darul Ihsan and five students in VIIIA class which is the "inti" class in this school. Specifically, there are five students in top ten rank of the class that will be the sample of this study.

C. Research Instrument

The study used the instrument in form of semi-structured interview with some items based on the theme from the previous research question. Fontana and Frey (2000) as cited in Creswell (2012) stated, "Semi-structured interview is one of the most powerful ways in which we try to understand our fellow human beings". To gather the information about participants' teaching strategy for the teachers and students perceive about teacher' strategy, the researcher used recorder to record the participants' responses and prepared the interview protocol to get accurate data.

D. Data Collection

Tanzeh (2011), argues that data collecting is a systematic and standardized procedure to gain the necessary data. In this study, the researcher is the key instrument of collecting the data. Interviews with the participants are the devices to collect the data. Furthermore, interview is a technique in collecting data with the question and answer unilateral and done in a systematic and based on the research objectives. In general, two or more people to be physically present in the process of question and answer (Moleong, 2002). This study involves semi-structured interview and use open-ended questions that intend to elicit a deeper views and opinions from the participants toward their perception on the teachers' strategy to encourage students' self-confidence in speaking.

To make the result more valid, the researcher also used interview in order to know the students' perception toward the teachers' strategy to encourage students' self-confidence in speaking. The teacher that involved is a representative sample from all teachers in English class. Therefore, there are five teachers will involve in this study. Then, the interview results of the teacher were compared with the interviews of the students to find out the relevance.

E. Data Analysis

In this study, for the data of interview, the researcher were interpreted the results of the interview and use the coding technique to

analyze the data from the interviews. "Codes are usually used to retrieve and categorize data that are similar in meaning so the researcher can quickly find and cluster the segments that relate to one another. It depends on the size of the dataset, coding can take hours, weeks, or even months." Stuckey (2015). It arranges the data by classifying text or image segments data and writing a word that indicates a category in the margins Rossman & Rallis, as cited in Cresswell (2014). Furthermore, the researcher will interpret and analyze the data from the scripts based on the interviews that will be made to get some phrases that answer the research questions above regard to the students' perception on teachers' strategies and what kind of strategy used by the teachers to encourage students' self-confidence in speaking.

CHAPTER IV

FINDING AND DISCUSSION

A. Research Finding

This chapter deals with the finding and discussion of the research. It consists of teachers' strategies in order to encourage students' self-confidence in speaking which will be divided into some components; motivation, presentation, cooperative activity, and drilling. This chapter analyzes the research findings based on the obtained data from the interview process conducted from 12nd to 19th November 2019 with those five teachers and five students as the interviewees. The selected teachers are in initials of ST, HW, SA, SN, and YY, and the selected students are in initials of NS, HA, GC, TRZ and AR.

B. The Result of Interviews

1. Data from Interview with the Teachers

According to the result of the interview, the researcher found out that all of the interviewees have a really big consideration on the teaching-learning process. In this section, the researcher describes the findings after conducting the interview to the teachers in order to find out the techniques or strategies in order to encourage students' self-confidence in speaking. The result of this interview shows that teachers had different ways and

strategies in teaching in order to encourage students' self-confidence in speaking as follow:

a. Motivation

In the beginning, the teaching-learning process usually started with praying then greeting the students and asked their readiness to study. Then the teacher provides some motivations to the student which is the most important thing to do first to build their enthusiasm to study English and it can effect to their self-confidence too. Motivation that was given to the student usually about how important to learning English and it can be useful for their future. In this case, SA showed the activity he had in class which he said: (Usually I will motivate students, I will ask about their lives in the dorm or even their daily lives, then I will tell them a little about the world because they live in a dormitory, so their insights about the world are very limited, so it is very important before we start class that we discuss each other about the problem that is happening. So I emphasize their motivation). In addition to the concern, he also showed his strategy to the students' who looks like really have lack of confidence to speak English in the class, he said: (The motivation is more and should be provoked more often in class)

By giving his perception above, ST showed that how students really need a motivation in the class on teaching-learning process. ST realizes that motivation is a necessary thing to be considered and needs to do in the class. Then he also states that students in boarding school must live in dormitory which means they have limited information about news that happening

nowadays. It can be some motivation like how the important if someone can speak English fluently and the benefit of English for their future. According to the interview result with ST, he said that the male students are less interesting in learning English than the female students. So, he should give more attention to the male students by providing them more motivation than he always did to the female students.

Motivation is also mentioned in the result of interview with ST which he said: (Motivation, we sometimes bring guests, the most recent is from Australia and we bring them to the students, when they talk directly with native speakers, they will be more confident and enthusiastic than the practice of speaking only with teachers or fellow friends. Although it is only two or three sentences but that is enough to make them confident). The statement showed that motivation is not only given by the teachers in the class on the teaching-learning process, but also by giving their chance to meet the native speaker in person. It also motivates them to have a natural conversation with the tourist, and helps them to build their confidence in speaking English. That means, speaking English not only focus on the theory like having right grammar or good pronounce, but also the important things are they have to be brave to speak English whether in the class or in front of many people. This also means that the more practice the better.

b. **Presentation**

Presentation is one of the techniques used by the English teachers in teaching-learning process. This technique was used to improve

students' critical thinking related to the topic that given by the teacher. The presentation activity can be an assignment as a home work; it means they can prepare before their performed it in the next meeting. As the HW states: (As for the speech, it is available every Friday night muhadharah in English and Arabic. But I often give them assignments for presentations in front of the class and the topic I have determined beforehand. And when they have given an assignment for presentations they look very enthusiastic)

Presentation is one of the most favorite by the students to speak English in front of the class as the HA and NS said: (Yes, I'm confident. Because in my opinion when speaking in English in front of the class I can gather my own courage) (It usually presentations that have in the class. For speeches, there are muhadharah in English and Arabic every Friday night).

Related to the statement above, students feel the most confident to speak English in the class, in front of their friends and teacher was when the teachers giving some topics to be presented in front of the class or when it comes to speech session. Speech has its own special time in Darul Ihsan, it was in every Friday on night, they have a routine activity which called "muhadharah". Every student will get their chance to perform a speech in two languages that are English and Arabic.

In addition, HW also states: (The most visible one is discussion and presentation. That is what is seen in students) It showed that from SA opinion, from all of the strategies or the technique that she had been used, the most influence the students' self-confidence to speak English was

discussion and presentation in the class. Usually, when the presentation in the class on the teaching-learning process, after all students performing their presentation, the teacher reviewed how the learning has been done. The teacher gave comments and suggestions on each student. Then, the teacher asked the students to make definition from the topic that they got using their own understanding. After the students finished, the teacher asked them one by one to read the definition. The goal of this activity was to make the students become more confidence with their answer or ideas. The teacher explained that each student would have different opinion even if they talked about the same topic because they would have different point of view when seeing the same topic. So that every statements or ideas that came out from the students is correct.

c. **Cooperative Activity**

Cooperative learning is more than merely having students sit together, (Johnson, 1994). Helping the others do their work, directing students who finish their work early to assist others isn't a form of cooperative learning either. Neither is assigning a group of students to "work together" unless you assure that all will contribute their fair share to the product. As SA said: (Practice it more in the discussion time, so when the discussion in class. So I give the title first then consist of a group of five. And before the group representatives come forward to read their work, I will personally check all the groups and I will ask them one by one).

In addition, SA also mention that one of trick that can built students' self-confidence are give the same attention to each students' when the teaching-learning process. She said: (So when students are speaking in English, I would do face-to-face to them directly and look them into their eyes. Initially they were very nervous or like they did not answer that way, immediately confused. But when I kept pushing them finally they could and would talk. And in the end, they become more confident) and (When it comes to tricks, I prefer to appreciate the little things, so a lot of children sometimes if they talk and they make a mistaken they will be embarrassed in front of their teacher. Well, but if I give more appreciate, even though sometimes what they say is wrong, I will appreciate them like "wow, the language is good" like that).

It means, besides the group project or work in a group, discussion is also an interesting way to do in the class. Because while discussion time, every student will get a chance to speak up or shows their idea toward the topic has given by the teachers. And when the discussion time, teachers can also help the students to be more confident like see through their eyes and when they confused about some vocabulary, the teachers could encourage students' self-confidence by correct their vocabulary and give them appreciate for their willing to speak.

Commonly, the discussion time in class started with the teacher explained to the students what their activity in that meeting was. Then the teacher divided the class into some or group or the students have to make a

group that consist three to four students in each group. Then the teacher gave the students a topic and they got about ten minutes to discuss the topic with their groups. The teacher encouraged the students to be confidence to speak up in the group discussion in order to deliver their ideas. In the end of the discussion time, the teacher gave a comment and suggestion on each student in order to make their future performances much better.

In addition to the case, SA also said: (Practice it more in the discussion time, so when the discussion in class. So I give the title first then consist of a group of five. And before the group representatives come forward to read their work, I will personally check all the groups and I will ask them one by one).

According to the result of interview, those all five teachers have their own way in order to encourage students' self-confidence. Some have the motivation to built their mental in speak English, presentation time, cooperative activity as the discussion time, and some others create their own way to make the students enjoy and comfortable to learning and speaking English. In interview, HW and SA had the same way of teaching English in the classroom to increase students' confidence. Also, SA showed the method in detail by giving an example and the way how she face the students who have less confidence and the way she encourage students' confidence in the class. As a result, this showed the use of cooperative activity as a one of the teacher strategy.

d. Drilling

According to the interview result, the English teacher agreed that in order to make the students have a confident to speak English, it also needs to use the trick and the strategy whether in classroom or even in the daily life activity. It is evident by the strategies used by the teacher in classroom interaction and social environment. By using these strategies, they believe that the students' self-confidence in speaking English will increase.

The researcher found that interviewees also showed that there are some obstacles that might be the reasons why the students have less confident in speak English. The first is because the students are too afraid to make a mistake while speak English like wrong or right grammar. It means the students only focus on right or wrong grammar meanwhile it can be corrected by the teacher as long as they want to try to speak. ST stated: (First, don't learn too much grammar, because if you learn too much grammar later they will focus on right and wrong while the most important is delivering the message. Then maybe among their friends there are still people who like bullying because it's different in English, it's written differently, so sometimes when the pronunciation is wrong other friends like to laugh at. Sometimes it can make students' self confidence decrease).

By giving the response, ST showed that he chooses to have a more practical activity that related to speaking English than only focus only on learning about grammar too much. He realized that this method play important roles in determining the raising of students' self-confidence in

speaking English. In addition, ST also showed the trick he uses to drilled students' speaking skill, he said: (The first is definitely the "drilling" method, because they might not know how to pronounce a word if we don't drill first. So first we drill and then they will practice in their dorm life). ST believes that the teachers have a very important role in teaching-learning process. Which means teacher must be the role model for their students. Because students' speaking skill can be built by drilling method, for the new vocabulary that they have while the class happen, the teachers should say it first then the students can repeat after it. It does impact to students' speaking ability and their self-confidence. YY had the same way to built students' speaking ability with the ST, as she said: (Sometimes, besides giving tutorials on how to read or pronounce words, I also provide a material to listen to songs in English. So there is a word that I blanked it, so it is their job to fill it. And there they were very enthusiastic and they enjoyed it too).

The second aspect that teachers believe it could be the students' obstacle in speak English is they afraid to have wrong pronounce by their friends while trying to speak English in front of the class or even in their daily life in dormitory. According to the interview result, the interviewees have the same opinion about this thing that makes the students seems not too enthusiast in learning and speaking English. Sometimes, when the teachers ask one student who had a competence to speak English more than the other students, the students who speak English in front will get a bully if they made a mistakes or say the wrong pronounce.

In addition to the case, YY also said: (Usually they are afraid of pronouncing wrong. Just like us, we sometimes afraid of being wrong that can make less confident). According to the response given, YY believe that the students must have a less confident of speaking English because they are afraid of making a mistake when speaking English for example is the wrong pronounce. It is why most of the students unconfident when they have been asking by the teacher to speak English in front of class on teaching-learning process. In this way, the teachers should be the one who lead the students to have confident to speak English even though they might be doing some mistakes like wrong vocabulary or wrong grammar, the teachers should be the one who can fix their mistakes.

2. **Data from Interview with the Students**

This short interview was looking at the way students' response toward the teachers' strategies in speaking while teaching-learning process and to look for the information from the students about teacher strategies in teaching speaking from their real experience. The researcher needs to know more about their response toward the teachers' strategy that researcher have been interviewed. To analyze the data easily the researcher used symbol NS, HA, GC, TRZ, and AR. The researcher asked question and presented the answer of the participant as below:

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

For the first question, the researcher asked about the difficulties that they face in speaking English. From all the students, they have the same answer that is they think the very first difficulties about speaking English that they have been face was Grammar. Because the students think that in speaking English, they have to make sure that the grammar should be right and it makes them under pressure and unconfident to speak English while teaching-learning process.

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

According to the interview result, NS, HA, GC, TRZ, and AR had the same responses toward the second question. They have enough confident in speaking English in the class while teaching-learning process. GC said he is confident in speaking English because he knew and learned English since he was young so he has been already getting used to speaking English in daily life. Meanwhile AR responses like he does not really that confident about speaking English, but he said that he is not that bad confidence to speak English.

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

According to NS, he is afraid of making a wrong grammar while speaking in English, so that is the reason why he is unconfident about speaking English especially in the classroom and in front of people. HA has different experience that which is if he got nervous to speak in front of many people and the way to pronounce the words. It is hard for him to

spell the word from different written. For GC, he said he has two things about the obstacles that could make him not confident about speak English the first was when he does not get a support from the audience when he was talking/speaking English in front of class. The second one was when someone ask him to teach them English, but they have no intention to learn so it was like they do not support him. Meanwhile for TRZ and AR, they both have the same answer about the things that make them was not confident to speaking English was they was too afraid to being called the arrogant.

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

According to the interview result, NS said that the teacher does not provide something that can make them not ashamed to speak English while the teaching-learning process. For HA, he gave the different answer, he said the teachers usually ask them to repeat the wrong word or sentence or try to see the sentence again when students looked embarrassed or confused when they are speaking English in front of the class and make them unconfident. And for GC, he stated that usually the teacher was giving the supports and giving them some advices to not giving up, to try again and learning harder than before if the students had a dream to study abroad. TRZ said the teachers used to tell him to trying again to make him not feeling ashamed to speak English. For AR, he said that the teachers usually give the students some advice and always practice in the daily life.

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

NS stated it usually presentations that only have in the class while teaching-learning process, meanwhile for speech or role play there are "muhadharah" in English and Arabic every Friday night. As for the HA, TRZ and AR they have the same answer, that the teachers usually providing them a presentation in the classroom. For GC, he states that the teachers do not offering the task that much, but it is more explanation from the teachers. For examples, the teacher writes something about "speaking" or "speech" on the board then the teacher explains it.

6. *When do you think you are very confident to speak in English? Is it when the speech material, role play, mini debate, or presentation?*

NS said he is so confident to speak English was when the presentation. And for HA, he said it is when the speech and presentation. For GC, he said that he is very confident when it is time to have speech. TRZ said when it is the speech time, presentation and role-play. And for AR give the same answer that he feels so confident to speaking English was when the speech and presentation.

7. *When studying English, have the teacher ever made a class other than indoors? For example, outside the room (outdoor). Do you think it can increase confidence in speaking using English?*

According to the interview result, all the participants give almost the same responses for the last question. For NS, HA, GC, TRZ and AR, they

answer that teachers not really often in made an outdoor class, which means it really outdoor who does not have a rooftop. Besides that they usually have a teaching-learning process in the multimedia room. Especially for the Listening-Speaking subject, they mostly have it at multimedia room.

C. Discussion

Based on the analysis of two data collecting above, the researcher explained some brief and clear description focusing on data, which had been acquired through the interview. This research focuses on teachers' strategies in order to encourage students' self-confidence in speaking.

The research questions are "What are strategies used by the teacher to encourage students' self-confidence in speaking?" and "How do the students perceive the teachers' strategies to encourage students' self-confidence in speaking?". After conducting and doing an interview, the researcher got the result as stated below.

Based on the result of interview from teachers and students, the researcher found some equation on teachers' strategies in order to encourage students' self-confidence in speaking had some varieties way. ST prefer to give the students motivation to built their enthusiast and their confidence to speak English and more practice in daily that can encourage their self-confidence, and also drilling method that he think it influence the students' self-confidence in speaking English.

Motivation is an important factor which determines the rate at which learners undertake the activities. According to Littlewood, (1984: 53) 'Motivation is the crucial force which determines whether a learner embarks in a task at all, how much energy he/she devotes to it, and how long he/she perseveres.' This is an indication that the communicative skills are developed when the learner is motivated and is provided with opportunity to practice using language in context.

SA prefers to give the students some motivation and give them a task in the class like presentation. Presentation is an activity where the teacher will give certain topics to the students and they have to understand and elaborate it, then they have to present it in front of the audiences. It is supported by Harmer, (2007), that stated presentation is one of the four successful activities can be applied for higher level of students. The teacher believed that the use of presentation technique to high-level of students will help them to improve their speaking ability and self-confidence.

According to Richards, (2015) teaching presentation in a class has to use five-part sequence of activities: (1) Building the context, (2) Modelling and deconstructing the text (3) Joint construction, (4) Independent construction of presentation, and (5) Presentation. In line with those explanations, the teacher has already applied the stages in teaching speaking using presentation technique. In addition, the teacher adds some activities in presentation part. In this activity, the teacher directly gives some questions

to the students when they finished presenting the ideas. It would foster the students' critical thinking in solving a problem.

For HW, SN and YY, they have a similar way on teaching in a way to encouraged students' self-confidence. The three of the teachers prefer to do the strategies like some cooperative activity like discussion. Discussion refers to an activity that the students have to express their ideas, deliver point of views, share the information, and find the solution of some problems in the form of groups. As stated by Bryson & Hand, (2007), that discussion is an important activity to help the students to be more active in the learning process. In discussion, the teacher's position is only as the main source in the class. Students have to be able to work independently with their groups. It is in line with the study by Bryson & Hand, (2007) that mentioned the role of teacher in discussion is as the facilitator to decide the topic and link the learners' comment. In their opinion it is the strategy that can encourage students' self-confidence the most while teaching-learning process in the classroom.

Students' response and perception are very good. They give good responses toward the questions that researcher been asked. They mostly like with the teachers' strategies in teaching-learning process. Even though they mention some obstacle that might be the reason why they have a less confident or the thing that make they not confident to speak English, but the most important thing was they are very enjoy and enthusiast to learning and

speaking English in the class while teaching-learning process as well as in their daily life in dormitory.

Techniques used by the teacher figures out to the strategies or activities that the teachers applied in teaching-learning process that can encourage students' self-confidence. Based on the result of the interview, the teachers used four techniques or strategies; motivation, presentation, cooperative activity, and drilling. The writer found out these techniques gave impact to encourage students' self-confidence based on the positive response that the researcher got from the students. The data that already collected by interviewing the participants are showed the students had different opinions about their favorite techniques used by the teacher. According to the result of the interview with NS, HA, GC, TRZ and AR, their favorite techniques used by the teacher are discussion, presentation, and speech.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter deals with the research conclusion and suggestion. It consists of the data analysis and discussion result summary. Also, some suggestion are presented proposed study and recommended future works related to the study in the same field of teachers' strategies by other researchers.

A. Conclusion

Based on the result and discussion that relate to the research questions, the researcher summarized that the teacher used some different strategies included motivation advice, presentation, cooperative activity, and drilling that help the students in building self-confidence in speaking classroom. In addition, the result also showed that students' responses toward the strategies used by the teacher reveal positive attitude as they responded that the strategies helped them to speak, felt enjoy and happy during the learning process.

B. Suggestion

Based on the explanation above, the researcher offers some suggestions for the teachers, the students, and also the future researchers. The researcher expects that the suggestions could give some advantages for

those who concerned to this study. Therefore, the suggestions would be explained as follows.

First for the students, they have to believe their ability in speaking English and have to get enough time to practice English in school or even in their dormitory life. Furthermore, students have to apply English in their real life to communicate with each other.

Second, for the teachers, when teaching English to the students especially in speaking skill, teachers have to consider the students' level. In order to know the best techniques that could be applied during the learning process. Teachers need to be flexible on the use of teaching techniques. They could use an interesting and attractive technique in a classroom in order to engage the students to learn and encourage their self-confidence in speaking English. Teachers' attitude during the class is also important in building students' self-confidence. They have to be friendly that could engage the students to be more active during the learning process.

For the next researchers, the writer suggests to have wider or more specific study toward the teachers' strategies and students' self-confidence to be conducted. Thus, it will be more challenging, interesting and detailed research in order to get a better result in the future.

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SURAT KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY
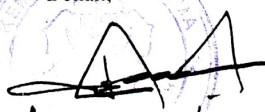**Nomor : B-11210/UN.08/FTK/KP.07.6/07/2019**

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PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH DAN KEGURUAN
UIN AR-RANIRY

DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY

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b. bahwa saudara yang tersebut namanya dalam surat keputusan ini dipandang cakap dan memenuhi syarat untuk diangkat sebagai pembimbing skripsi.

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4. Peraturan Pemerintah Nomor 74 Tahun 2012 tentang Perubahan atas Peraturan Pemerintah RI Nomor 23 Tahun 2005 tentang Pengelolaan Keuangan Badan Layanan Umum;
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11. Keputusan Rektor UIN Ar-Raniry Nomor 01 Tahun 2015, tentang Pendelegasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh;

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MEMUTUSKAN

Menetapkan :

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Judul Skripsi   : **An Analysis of Teachers' Strategies to Encourage Students' Self Confidence in Speaking**

KEDUA   : Pembiayaan honorarium pembimbing pertama dan kedua tersebut diatas dibebankan pada DIPA UIN Ar-Raniry Banda Aceh Tahun 2019; No.025.04.2.423925/2019 tanggal 5 Desember 2018.

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Pada Tanggal: 31 Juli 2019
An. Rektor
Dekan,

Muslim Razali

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2. Ketua Prodi PBI Fak. Tarbiyah dan Keguruan;
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5. Arsip.

Nomor : B-15800/Un.08/FTK.1/TL.00/02/2020

Banda Aceh, 07 November 2019

Lamp   : -

Hal   : Mohon Izin Untuk Mengumpul Data
Penyusun Skripsi

Kepada Yth.

Kepala Sekolah MTs
Darul Ihsan

Di -

Tempat

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Prodi / Jurusan	:	**Pendidikan Bahasa Inggris**
Semester	:	**XII**
Fakultas	:	**Tarbiyah dan Keguruan UIN Ar-Raniry**
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Untuk mengumpulkan data pada:

MTs Darul Ihsan Aceh Besar

Dalam rangka menyusun Skripsi sebagai salah satu syarat untuk menyelesaikan studi pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry yang berjudul:

An Analysis of Teachers' Strategies to Encourage Students' Self Confidence in Speaking

Demikianlah harapan kami atas bantuan dan keizinan serta kerja sama yang baik kami ucapkan terima kasih.

An. Dekan,
Wakil Dekan Bidang Akademik
dan Kelembagaan,

Mustafa

Kode: eva-1387

SURAT KETERANGAN PENELITIAN
Nomor: 009/Mts. 01.045/PP.00.5/I/2020

Yang bertanda tangan di bawah ini, Kepala MTsS Darul Ihsan Gampong Siem, Kecamatan Darussalam, Kabupaten Aceh Besar, dengan ini menerangkan bahwa:

Nama   : Hummaira Azwir

NPM   : 140203106

Prodi   : Pendidikan Bahasa Inggris

Benar yang namanya tersebut diatas adalah mahasiswa/i FTK UIN Ar-Raniry Darussalam Banda Aceh yang telah selesai melaksanakan Penelitian dan Pengumpulan Data Skripsi di Madrasah Tsanawiyah Swasta Darul Ihsan dengan judul:

"An Analysis Of Teachers' Strategises to Encourage Students' Self Confidence in Speaking"

Demikianlah surat keterangan ini dikeluarkan agar dapat dipergunakan sebagaimana mestinya.

Siem, 23 Januari 2020
Kepala,

Rahmawati, S.Pd.I,. M.Pd.
NIP.198004042007102006

Appendix 1: Instrument (Interview Protocol)

<u>**Interview Protocol**</u>

Project: <u>An Analysis of Teachers' Strategies to Encourage Students' Self</u>

<u>Confidence in Speaking.</u>

Time of interview   :
Date   :
Place   : MTs Darul Ihsan Aceh Besar
Interviewer   : Hummaira Azwir
Interviewee   : Interviewee ….
Position of Interviewee : English Teacher

This is a research study about the teachers' strategies. The purpose is to find out the teachers' strategies to encourage students' self-confidence in speaking. The data will be collected through a semi-structured interview which will be recorded and only used for the research purposes to protect the interviewee's confidentiality based on informed consent. During the interview, you will be asked several questions about teaching-learning process during the class. The focus aspect is teachers' strategies on teaching that encourage students' self confidence in speaking. The interview process will take about 45 minutes.

<u>**Questions:**</u>

1. Apa yang Ibu lakukan sebelum memulai kelas?

2. Apakah siswa Ibu antusias ketika pelajaran Bahasa Inggris?

3. Apakah Ibu sering memberikan aktifitas speaking? Seperti speech (pidato), role-play (drama), mini debate (debat mini), presentation (presentasi) atau kegiatan yang bersifat "speaking ' lainnya?

4. Menurut Ibu apa yang membuat siswa tidak percaya diri saat berbicara menggunakan bahasa inggris?

5. Bagaimana Ibu membangun kepercayaan diri siswa dalam berbicara menggunakan bahasa inggris?

6. Apa trik yang Ibu lakukan kepada siswa yang terlihat tidak percaya diri ketika berbicara dalam bahasa inggris?

7. Bagaimana Ibu melatih speaking skill siswa?

8. Apakah ada perlakuan khusus kepada siswa yang terlihat tidak terlalu percaya diri ketika berbicara menggunakan bahasa inggris?

9. Apakah ada variasi belajar bahasa inggris selain di dalam kelas? Misal belajar di ruangan terbuka. Jika ada, apakah "metode" itu menurut Ibu dapat meningkatkan kepercayaan diri siswa dalam berbicara menggunakan bahasa inggris?

10. Dari semua teknik ataupun strategi yang pernah Ibu terapkan, menurut Ibu mana yang paling efektif atau paling kelihatan efeknya dalam membangun kepercayaan diri siswa dalam berbicara menggunakan bahasa inggris?

Thank You

The Format Source: Asmussen & Creswell (1995 as cited in Creswell, 2012, p. 226)

Appendix 2: Instrument (Interview Protocol)

Interview Protocol

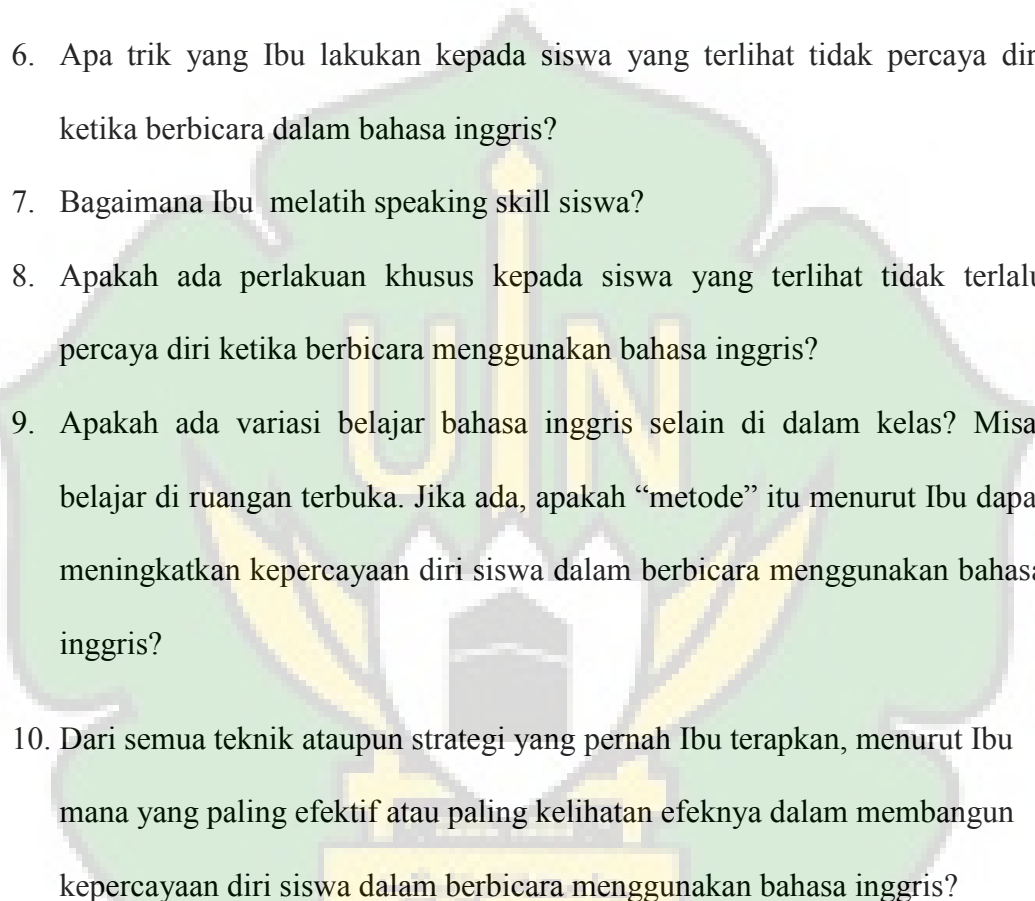Project: An Analysis of Teachers' Strategies to Encourage Students' Self Confidence in Speaking.

Time of interview :
Date :
Place : MTs Darul Ihsan Aceh Besar
Interviewer : Hummaira Azwir
Interviewee : Interviewee …..
Position of Interviewee : A Student

This is a research study about the teachers' strategies. The purpose is to find out the teachers' strategies to encourage students' self-confidence in speaking. The data will be collected through a semi-structured interview which will be recorded and only used for the research purposes to protect the interviewee's confidentiality based on informed consent. This interview aims to find out the students' perceive on teachers' strategies that has been interviewed by the researcher. During the interview, you will be asked several questions about teaching-learning process during the class. The focus aspect is teachers' strategies on teaching that encourage students' self confidence in speaking. The interview process will take about 45 minutes.

Questions:

1. Kesulitan apa saja yang kamu hadapi dalam berbicara menggunakan bahasa inggris?

2. Apakah kamu percaya diri ketika berbicara menggunakan bahasa inggris di depan kelas?

3. Apa yang membuat kamu tidak percaya diri untuk berbicara menggunakan bahasa inggris?

4. Apa yang biasanya dilakukan guru agar kamu tidak malu untuk berbicara menggunakan bahasa inggris?

5. apakah guru sering memberikan tugas yang berhubungan dengan "speaking"? seperti speech (pidato), role-play (drama), mini debate (debat mini), presentation (presentasi)?

6. Kapan menurut kamu, kamu sangat percaya diri untuk berbicara menggunakan bahasa inggris? Apakah ketika materi speech (pidato), role-play (drama), mini debate (debat mini), atau presentation (presentasi)?

7. Apakah ketika pelajaran bahasa inggris, guru pernah membuat kelas selain di dalam ruangan? Misalnya, diluar ruangan (outdoor). Apakah menurut kamu itu dapat meningkatkan kepercayaan diri dalam berbicara menggunakan bahasa inggris?

Thank You

Appendix 3: Interview Transcript

A. Interview with the teachers'

Int. 1 (ST): 11. 30

1. **Interviewer:** Apa yang Ibu/Bapak lakukan sebelum memulai kelas? (*What do you do before the class started*?)
   Interviewee: Biasanya saya akan memotivasi siswa, saya akan bertanya tentang kehidupan mereka di asrama atau pun keseharian mereka lalu kita ceritakan lah sedikit tentang dunia karena mereka kan tinggal di pesantren, jadi wawasan mereka tentang dunia sangat terbatas, jadi penting sekali sebelum memulai kelas itu kita saling diskusi tentang permasalahan yang sedang terjadi. Jadi saya lebih tekankan motivasi kepada mereka
   (*Usually I will motivate students, I will ask about their lives in the dorm or even their daily lives, then I will tell them a little about the world because they live in a dormitory, so their insights about the world are very limited, so it is very important before we start class that we discuss each other about the problem that is happening. So I emphasize their motivation*)

2. **Interviewer:** Apakah siswa Ibu/Bapak antusias ketika pelajaran Bahasa Inggris? (*Do your students enthusiastic when studying English*?)
   Interviewee: Kalau di tempat kita itu untuk anak perempuan sangat antusias, kalau anak laki-laki juga antusias tapi tidak se-antusias yang perempuan karena mereka lebih cenderung menyukai bahasa arab karena keterbatasan mereka jadi mereka tidak terlalu antusias seperti yang perempuan. Tapi setelah di motivasi mereka jadi lebih antusias dan semangat untuk belajar bahasa inggris
   (*In our place, girls are very enthusiastic boys are also enthusiastic, but not as enthusiastic as women because they are more likely to like Arabic because of their limitations, so they are not as enthusiastic as girls. But after being motivated they become more enthusiastic and eager to learn English*)

3. **Interviewer:** Apakah Ibu/Bapak sering memberikan aktifitas speaking? Seperti speech (pidato), role-play (drama), mini debate (debat mini), presentation (presentasi) atau kegiatan yang bersifat "speaking" lainnya? (*Do you often giving the speaking activities? Such as speech, role-play, mini debate, presentation or other activities that contain "speaking" on it?*)
   Interviewee: Kalau yang speech, role play atau debat dan segala macamnya tidak harus selalu di kelas. Kalau untuk speech anak-anak sudah ada muhadharah di malam jum'at ada yang dalam bahasa inggris dan juga bahasa arab. Jadi untuk kegiatan seperti itu tidak hanya terbatas hanya di dalam kelas
   (*If the speech, role-play or debate and all kinds of things do not have to always be in the class. As for children's speeches, there are muhadharah on Friday night there are those in English and Arabic. So for activities like that not only limited to the classroom*)

4. **Interviewer:** Menurut Ibu/Bapak apa yang membuat siswa tidak percaya diri saat berbicara menggunakan bahasa inggris? (*What do you think that makes students insecure when speaking in English?*)

   Interviewee: Pertama jangan terlalu banyak belajar grammar, karena kalau terlalu banyak belajar grammar nanti mereka akan terfokus kepada benar dan salahnya sedangkan yang paling penting adalah penyampaian pesannya. Kemudian mungkin diantara teman-teman mereka masih ada yang suka membully karena kan bahasa inggris ini lain di tulis lain di ucapkan, jadi kadang-kadang ketika salah pengucapannya teman yang lain suka menertawakan. Kadang hal itu yang bias membuat kepercayaan diri siswa menurun.

   (*First, don't learn too much grammar, because if you learn too much grammar later they will focus on right and wrong while the most important is delivering the message. Then maybe among their friends there are still people who like bullying because it's different in English, it's written and pronounce differently, so sometimes when the pronunciation is wrong other friends like to laugh at their friend. Sometimes it can make students' self confidence decrease*)

5. **Interviewer:** Bagaimana Ibu/Bapak membangun kepercayaan diri siswa dalam berbicara menggunakan bahasa inggris? (*How do you build student confidence in speaking in English?*)

   Interviewee: Motivasi. Salah satunya kami kadang-kadang mendatangkan tamu, yang paling terakhir itu ada dari Australia dan kami bawa ke anak-anak, ketika mereka berbicara langsung dengat native speaker, mereka akan lebih percaya diri dan antusias dibandingkan praktek speaking itu hanya dengan guru ataupun sesama temannya. Walaupun hanya dua tiga kalimat tapi itu sudah cukup membuat mereka percaya diri

   (*Motivation, we sometimes bring guests, the most recent is from Australia and we bring them to the students, when they talk directly with native speakers, they will be more confident and enthusiastic than the practice of speaking only with teachers or fellow friends. Although only two or three sentences, but that is enough to make them confident*)

6. **Interviewer:** Apa trik yang Ibu/Bapak lakukan kepada siswa yang terlihat tidak percaya diri ketika berbicara dalam bahasa inggris? (*What is the trick that you do to students who look insecure when speaking English?*)

   Interviewee: Kita beritahu manfaat bahasa inggris untuk masa depan mereka. Karena profesi sekarang terus terang kalau bisa berbahasa inggris akan lebih mudah. Contoh nya ketika kita ingin mendaftar menjadi tentara, tentara yang punya kemampuan berbicara bahasa inggris pasti akan lebih banyak dilibatkan, begitu juga polisi, dokter ada yang diminta untuk perdamaian (tim perdamaian) kalau tidak bisa bahasa inggris tidak mungkin bisa terlibat.

   (*We tell the benefits of English for their future. Because the profession jobs now frankly if you can speak English will be easier for anything. For example when we want to enlist in the army, soldiers who have the ability to speak English will certainly*

be more involved, as are the police, doctors will be asked for peace (peace team) if you can't speak English it is impossible to get involved)

7. **Interviewer:** Bagaimana Ibu/Bapak melatih speaking skill siswa? (*How do you train students' speaking skills?*)
   Interviewee: Yang pertama sudah pasti metode "drilling", karena tidak mungkin mereka tau bagaimana cara pengucapan suatu kata jika tidak kita *drill* dulu. Jadi pertama kita *drill* dulu lalu mereka akan praktek di kehidupan asrama mereka.
   (*The first is definitely the "drilling" method, because they might not know how to pronounce a word if we don't drill first. So first we drill and then they will practice in their dorm life*)

8. **Interviewer:** Apakah ada perlakuan khusus kepada siswa yang terlihat tidak terlalu percaya diri ketika berbicara menggunakan bahasa inggris? (*Is there any special treatment for students who look less confident when speaking English?*)
   Interviewee: Motivasi nya lebih dan harus lebih sering dipancing di kelas.
   (*The motivation is more and should be provoked more often in class*)

9. **Interviewer:** Apakah ada variasi belajar bahasa inggris selain di dalam kelas? Misal belajar di ruangan terbuka. Jika ada, apakah "metode" itu menurut Ibu/Bapak dapat meningkatkan kepercayaan diri siswa dalam berbicara menggunakan bahasa inggris?
   (*Are there any variations in learning English other than in the classroom? For example studying in an open space. If there is, do you think that the "method" can increase students' confidence in speaking in English?*)
   Interviewee: Ada, karena di pesantren sistem nya 24 jam jadi di manapun mereka, ketika mereka ingin menjumpai gurunya kapanpun diluar jam belajar bisa dan kadang-kadang juga mereka sering bertanya atau membuat pekerjaan rumah (PR) untuk hal yang tidak mereka mengerti dengan bertanya langsung kepada guru.
   Ya, efektif. Karna kadang-kadang mereka malu bertanya di dalam kelas karena rame kawan-kawannya, kalau diluar kelas mereka akan lebih bebas dan juga lebih personal.
   (*There is, because in the pesantren the system is 24 hours so wherever they are, when they want to meet their teacher at any time outside of study hours they can do it and sometimes they often ask questions or make homework for things they do not understand by asking the teacher directly*)
   (*Yes, effective. Because sometimes they are embarrassed to ask questions in class because of the crowds of friends, if outside the class they will be freer and also more personal*)

10. **Interviewer:** Dari semua teknik ataupun strategi yang pernah Ibu/Bapak terapkan, menurut Ibu/Bapak mana yang paling efektif atau paling kelihatan efeknya dalam membangun kepercayaan diri siswa dalam berbicara menggunakan bahasa inggris?
    (*From all the techniques or strategies you have used, which one do you think is the most effective or most visible effect on building student confidence in speaking in English?*)

Interviewee: Dari semua menurut saya yang pertama itu motivasi, dan yang kedua berjumpa langsung dengan native speaker. Contoh nya ketika mereka kita kebawa ke Lampuuk dan kita arahkan mereka untuk mencari "bule" itu mereka sangat terlihat percaya diri dan antusias untuk menggunakan bahasa inggris karena langsung berinteraksi dengan native speaker nya.

(*Over all I think the first is motivation, and the second one is meets directly with native speakers. For example, when we brought the students to Lampuuk and we directed them to look for "Caucasians", they were very confident and enthusiastic to use English because they directly interacted with the native speakers*)

Int. 2 (HW): 10. 17

1. **Interviewer:** Apa yang Ibu/Bapak lakukan sebelum memulai kelas? (*What do you do before the class started*?)
   Interviewee: Biasanya berdo'a dulu, lalu diskusi materi yang telah dipelajari sebelumnya. Dan juga kadang saya berikan motivasi supaya mereka semangat
   (*Usually pray first, and then discuss the material that has been studied before. And also sometimes I give motivation so that they get excited*)

2. **Interviewer:** Apakah siswa Ibu/Bapak antusias ketika pelajaran Bahasa Inggris? (*Do your students enthusiastic when studying English*?)
   Interviewee: Ya, mereka biasanya antusias ketika pelajaran bahasa inggris
   (*Yes, they are usually enthusiastic when learning English*)

3. **Interviewer:** Apakah Ibu/Bapak sering memberikan aktifitas speaking? Seperti speech (pidato), role-play (drama), mini debate (debat mini), presentation (presentasi) atau kegiatan yang bersifat "speaking ' lainnya? (*Do you often giving the speaking activities? Such as speech, role-play, mini debate, presentation or other activities that contain "speaking" on it*?)
   Interviewee: Kalau untuk speech itu sudah ada setiap malam jum'at muhadharah dalam bahasa inggris dan bahasa arab. Tapi saya sering memberikan mereka tugas untuk presentasi di depan kelas dan topik nya sudah saya tentukan terlebih dahulu. Dan ketika diberikan tugas untuk presentasi mereka terlihat sangat antusias
   (*As for the speech, it is available every Friday night muhadharah in English and Arabic. But I often give them assignments for presentations in front of the class and the topic I have determined beforehand. And when they have given an assignment for presentations they look very enthusiastic*)

4. **Interviewer:** Menurut Ibu/Bapak apa yang membuat siswa tidak percaya diri saat berbicara menggunakan bahasa inggris? *What do you think that makes students insecure when speaking in English*?

Interviewee: Grammar, karena mereka takut salah grammar dan juga takut di tertawakan teman-teman yang lain saat berbicara menggunakan bahsaa inggris makanya mereka mungkin tidak percaya diri berbicara dalam bahasa inggris.
(*Grammar, because they are afraid of wrong grammar and are also afraid of being laughed at by other friends when speaking in English so they may not be confident speaking in English*)

5. **Interviewer:** Bagaimana Ibu/Bapak membangun kepercayaan diri siswa dalam berbicara menggunakan bahasa inggris? (*How do you build student confidence in speaking in English?*)
Interviewee: Biasanya saya lebih memberikan motivasi dan juga sering mengajak mereka berdiskusi tentang kehidupan sehari-hari.
(*Usually I give more motivation and also often invite them to discuss about daily life*)

6. **Interviewer:** Apa trik yang Ibu/Bapak lakukan kepada siswa yang terlihat tidak percaya diri ketika berbicara dalam bahasa inggris? (*What is the trick that you do to students who look insecure when speaking English?*)
Interviewee: Saya dekati dan saya tanyakan apa kendala dia dalam berbicara bahasa inggris lalu saya berikan motivasi yang lebih
(*I approached and I asked what obstacles he had in speaking English and then I gave more motivation*)

7. **Interviewer:** Bagaimana Ibu/Bapak melatih speaking skill siswa? (*How do you train students' speaking skills?*)
Interviewee: Biasa nya saya suka memberikan mereka tugas untuk menulis tentang hal yang mereka sukai lalu membacanya di depan kelas.
(*I used to like giving them an assignment to write about things they like and then read it in front of the class*)

8. **Interviewer:** Apakah ada perlakuan khusus kepada siswa yang terlihat tidak terlalu percaya diri ketika berbicara menggunakan bahasa inggris? (*Is there any special treatment for students who look less confident when speaking English?*)
Interviewee: Saya memberikan motivasi yang lebih dan juga mendekati secara personal.
(*I give them more motivation and also approach them personally*)

9. **Interviewer:** Apakah ada variasi belajar bahasa inggris selain di dalam kelas? Misal belajar di ruangan terbuka. Jika ada, apakah "metode" itu menurut Ibu/Bapak dapat meningkatkan kepercayaan diri siswa dalam berbicara menggunakan bahasa inggris? (*Are there any variations in learning English other than in the classroom? For example studying in an open space. If there is, do you think that the "method" can increase students' confidence in speaking in English?*)
Interviewee: Kalau di ruang terbuka selain di kelas tidak ada, tapi biasa nya ada variasi belajar di ruang multimedia

(*There is no open space outside the classroom, but usually there are variations in learning in the multimedia room*)

10. **Interviewer:** Dari semua teknik ataupun strategi yang pernah Ibu/Bapak terapkan, menurut Ibu/Bapak mana yang paling efektif atau paling kelihatan efeknya dalam membangun kepercayaan diri siswa dalam berbicara menggunakan bahasa inggris? (*From all the techniques or strategies you have used, which one do you think is the most effective or most visible effect on building student confidence in speaking in English?* **Interviewee:** Yang paling kelihatan itu sih diskusi dan presentasi ya. Itu yang kelihatan di diri siswa
(*The most visible one is discussion and presentation. That is what is seen in students*)

Int. 3 (SA): 10. 00

1. **Interviewer:** Apa yang Ibu/Bapak lakukan sebelum memulai kelas? (*What do you do before the class started*?)
Interviewee: Biasa nya sih persiapan ya, persiapannya itu lebih ke mentalnya sebenarnya, karena kalau untuk bahan dikelas sudah siap
(*Usually is the preparation, the preparation is more in mental, because if the material is already for the class*)

2. **Interviewer:** Apakah siswa Ibu/Bapak antusias ketika pelajaran Bahasa Inggris? (*Do your students enthusiastic when studying English?*)
Interviewee: Ya, hampir kebanyakan kelas dan siswa, mereka terlihat sangat antusias khususnya pada pelajaran bahasa inggris. Karena mereka merasa belajar bahasa inggris ini seperti *having fun* aja gitu
(*Yes, almost all classes and students, they look very enthusiastic, especially in English lessons. Because they feel learning English is just like having fun*)

3. **Interviewer:** Apakah Ibu/Bapak sering memberikan aktifitas speaking? Seperti speech (pidato), role-play (drama), mini debate (debat mini), presentation (presentasi) atau kegiatan yang bersifat "speaking ' lainnya? (*Do you often giving the speaking activities? Such as speech, role-play, mini debate, presentation or other activities that contain "speaking" on it?*)
Interviewee: Ya, saya lebih sering nya melakukan diskusi ya, misalnya kita tukar pikiran dengan anak-anak. Menanyakan apa opini mereka, bagaimana solusinya kalau ada sebuah permasalahan. Lebih ke *daily life speaking* gitu, dan tidak terstruktur. Tapi kan point nya *listening speaking* itu mereka mampu berbicara dan ketika mendengar mereka mengerti
(*Yes, I often have discussions, for example, we exchange ideas with children. Ask what their opinions are, what is the solution if there is a problem. It is more like in daily life speaking, and not structured. But the point is "listening" and "speaking" that they are able to speak and when they hear they are understand*)

4. **Interviewer:** Menurut Ibu/Bapak apa yang membuat siswa tidak percaya diri saat berbicara menggunakan bahasa inggris? *What do you think that makes students insecure when speaking in English*?)

    Interviewee: Pertama yang membuat mereka kurang percaya diri ketika berbicara menggunakan bahasa inggris, sebenarnya lebih ke mental nya aja. Karena ada sebagian siswa, mereka mampu berbicara tetapi ketika berhadapan dengan saya, mereka seolah-olah tidak mampu berbicara sama sekali. Sebenarnya permasalahan nya cuma mental aja

    (*The first thing that makes them less confident when speaking in English is actually more mentally. Because there are some students, they are able to talk but when dealing with me they seem unable to speak at all. Actually the problem is just mental*)

5. **Interviewer:** Bagaimana Ibu/Bapak membangun kepercayaan diri siswa dalam berbicara menggunakan bahasa inggris? (*How do you build student confidence in speaking in English*?)

    Interviewee: Jadi ketika siswa sedang berbicara dalam bahasa inggris, saya lebih sering langsung *face-to-face* dan melihat ke mata mereka. Awalnya mereka kaya deg-deg an atau seperti tidak menjawab gitu, langsung *confused*. Tapi ketika saya terus dorong mereka akhirnya mereka bisa dan mau berbicara. Dan pada akhrinya, mereka jadi lebih percaya diri

    (*So when students are speaking in English, I would do face-to-face to them directly and look them into their eyes. Initially they were very nervous or like they did not answer that way, immediately confused. But when I kept pushing them finally they could and would talk. And in the end, they become more confident*)

6. **Interviewer:** Apa trik yang Ibu/Bapak lakukan kepada siswa yang terlihat tidak percaya diri ketika berbicara dalam bahasa inggris? (*What is the trick that you do to students who look insecure when speaking English?*)

    Interviewee: Kalau untuk trik, saya lebih suka untuk mengapresiasi hal-hal kecil, jadi banyak anak-anak terkadang mereka kalau berbicara lalu salah mereka akan malu di depan gurunya. Nah, tapi kalau saya bahkan lebih apresiasi, walaupun kadang yang mereka ucapkan itu salah, saya akan apresiasi mereka seperti "wah bagus ya bahasanya" begitu

    (*When it comes to tricks, I prefer to appreciate the little things, so a lot of children sometimes if they talk and they make a mistakethey will be embarrassed in front of their teacher. Well, but if I give more appreciate, even though sometimes what they say is wrong, I will appreciate them like "wow, the language is good"*)

7. **Interviewer:** Bagaimana Ibu/Bapak melatih speaking skill siswa? (*How do you train students' speaking skills?*)

    Interviewee: Melatihnya lebih di waktu diskusi aja, jadi ketika diskusi di kelas. Jadi saya kasih judul dulu, trus *consist a group of five* gitu. Dan sebelum perwakilan kelompok maju ke depan untuk membacakan hasil kerja mereke, saya akan cek

pribadi langsung ke semua grup itu dan saya akan bertanya kepada mereka satu persatu gitu

(*Practice it more in the discussion time, so when the discussion in class. So I give the title first then consist of a group of five. And before the group representatives come forward to read their work, I will personally check all the groups and I will ask them one by one*)

8. **Interviewer:** Apakah ada perlakuan khusus kepada siswa yang terlihat tidak terlalu percaya diri ketika berbicara menggunakan bahasa inggris? (*Is there any special treatment for students who look less confident when speaking English?*)

   Interviewee: Ya, perlakuan khususnya lebih ke masalah pribadi nya sih, karena saya lihat mereka bukannya tidak mampu, hanya saja mereka punya masalah baik itu di kepribadian mereka atau pun masalah keluarga sehingga mereka malas, hal-hal yang seperti itu

   (*Yes, the treatment is more personal, because I see that not like they are not incapable, it's just that they have problems both in their personalities and family problems so it can make them lazy, things like that*)

9. **Interviewer:** Apakah ada variasi belajar bahasa inggris selain di dalam kelas? Misal belajar di ruangan terbuka. Jika ada, apakah "metode" itu menurut Ibu/Bapak dapat meningkatkan kepercayaan diri siswa dalam berbicara menggunakan bahasa inggris? (*Are there any variations in learning English other than in the classroom? For example studying in an open space. If there is, do you think that the "method" can increase students' confidence in speaking in English?*)

   Interviewee: Ya, ada. Saya lebih suka belajar di ruang terbuka, cuma karena terkadang kalau di ruang terbuka itu punya kendala bisa mengganggu konsentrasi siswa. Kadang saya tidak suka belajar di kelas, saya akan mereka belajar di ruang multimedia. Karena di ruang multimedia itu kan kita punya ruangan yang luas tanpa sekat kursi dan meja, jadi kita lebih tidak *limited access* gitu.

   Menurut pengalaman saya selama ini, ketika kita belajar di ruang terbuka atau luas, itu membuat mereka lebih *happy* daripada belajar di dalam kelas. Karena guru juga tidak memiliki *limited access* juga ke anak-anak.

   (*Yes, there. I prefer to study in an open space, but because sometimes if in an open space it has obstacles that can interfere with student concentration. Sometimes I don't like studying in class then I will have a class in the multimedia room. Because in the multimedia room, we have a large room without chairs and tables, so we don't have limited access*)

   (*In my experience so far, when we study in open or spacious spaces, it makes them happier than learning in the classroom. Because teachers also do not have limited access to the children*)

10. **Interviewer:** Dari semua teknik ataupun strategi yang pernah Ibu/Bapak terapkan, menurut Ibu/Bapak mana yang paling efektif atau paling kelihatan efeknya dalam membangun kepercayaan diri siswa dalam berbicara menggunakan bahasa inggris?

(*From all the techniques or strategies you have used, which one do you think is the most effective or most visible effect on building student confidence in speaking in English*? **Interviewee:** Menurut saya, ketika kita memberikan mereka tugas baik itu dalam bentuk diskusi atau apapun, kita cek setiap murid. Jadi, kalau setiap grup hanya dua atau tiga orang yang kita ajak berbicara, yang lain mungkin akan merasa kecewa. Jadi baik itu tugas pribadi atau pun grup, itu di usahakan tiap murid diajak berbicara apa saja kendala mereka dalam mengerjakannya

(*In my opinion, when we give them an assignment either in the form of discussions or whatever, we should check each student. So, if each group is only two or three people we talk to, the others might feel disappointed. So whether it's a personal assignment or a group, I'm trying that each student is invited to talk about what their obstacles are in doing it*)

Int. 4 (SN): 12. 15

1. **Interviewer:** Apa yang Ibu/Bapak lakukan sebelum memulai kelas? (*What do you do before the class started*?)
   Interviewee: Pemanasan dulu dan juga memberi semangat. Pertama saya sapa dulu, menanyakan apa kabar dan sebagainya
   (*Warm up first and also encourage. First I say hello, asking "how are you" and so on*)

2. **Interviewer:** Apakah siswa Ibu/Bapak antusias ketika pelajaran Bahasa Inggris? (*Do your students enthusiastic when studying English*?)
   Interviewee: Kalau saya lihat sepertinya tidak tidak terlalu antusias
   (*If I look at it, it seems that is not too enthusiastic*)

3. **Interviewer:** Apakah Ibu/Bapak sering memberikan aktifitas speaking? Seperti speech (pidato), role-play (drama), mini debate (debat mini), presentation (presentasi) atau kegiatan yang bersifat "speaking ' lainnya? (*Do you often giving the speaking activities? Such as speech, role-play, mini debate, presentation or other activities that contain "speaking" on it*?)
   Interviewee: Disini memang pelajaran Bahasa Inggris dibagi ke dalam tiga kategori yaitu ada *Reading Comprehension*, ada *Grammar and Writing*, dan satu lagi *Speaking and Listening.* Saya lebih sering ngajar *Listening,* jadi biasanya setelah *Listening* itu akan saya berikan *conversation.* Setelah materi mendengarkan itu, biasanya saya akan menyuruh mereka untuk mengulang nya
   (*Here, English lessons are divided into three categories: Reading Comprehension, Grammar and Writing, and Speaking and Listening. I teach "Listening" more often, so usually after that Listening section I will give them a conversation. After listening to the material, usually I will tell them to repeat it*)

4. **Interviewer:** Menurut Ibu/Bapak apa yang membuat siswa tidak percaya diri saat berbicara menggunakan bahasa inggris? *What do you think that makes students insecure when speaking in English?*)

   Interviewee: Biasanya itu pada penggunaan kosa kata. Mungkin banyak kosa kata yang tidak dikuasai, jadi ketika akan menggunakan/berbicara bahasa inggris untuk *speaking* atau *conversation* begitu, mereka agak kesulitan
   (*Usually it's on the use of vocabulary. Maybe a lot of vocabulary is not mastered by the students, so when going to use / speak English for speaking or conversation, they are somewhat difficult*)

5. **Interviewer:** Bagaimana Ibu/Bapak membangun kepercayaan diri siswa dalam berbicara menggunakan bahasa inggris? (*How do you build student confidence in speaking in English?*)

   Interviewee: Ya dibiasakan. Lebih mudah kalau sudah biasa dan akan lebih mudah untuk di ucapkan.
   (*Yes familiarized. It's easier if it's get used to and it's easier to say*)

6. **Interviewer:** Apa trik yang Ibu/Bapak lakukan kepada siswa yang terlihat tidak percaya diri ketika berbicara dalam bahasa inggris? (*What is the trick that you do to students who look insecure when speaking English?*)

   Interviewee: Biasanya akan lebih sering saya suruh
   (*Usually I will ask more often*)

7. **Interviewer:** Bagaimana Ibu/Bapak melatih speaking skill siswa? (*How do you train students' speaking skills?*)

   Interviewee: Di biasakan. Dan saya usahakan mereka untuk lebih menguasai kosa kata dalam bahasa inggris
   (*Get used to. And I try to make them better in English vocabulary*)

8. **Interviewer:** Apakah ada perlakuan khusus kepada siswa yang terlihat tidak terlalu percaya diri ketika berbicara menggunakan bahasa inggris? (*Is there any special treatment for students who look less confident when speaking English?*)

   Interviewee: Selama ini tidak ada, mungkin seharusnya saya lakukan.
   (*So far there is no, maybe I should do.*)

9. **Interviewer:** Apakah ada variasi belajar bahasa inggris selain di dalam kelas? Misal belajar di ruangan terbuka. Jika ada, apakah "metode" itu menurut Ibu/Bapak dapat meningkatkan kepercayaan diri siswa dalam berbicara menggunakan bahasa inggris? (*Are there any variations in learning English other than in the classroom? For example studying in an open space. If there is, do you think that the "method" can increase students' confidence in speaking in English?*)

   Interviewee: Ada, tapi tidak terlalu sering. Tapi memang untuk kelas *Listening*, kita menggunakan ruang multimedia untuk belajar

(*There is, but not very often. But indeed for Listening class, we usually use multimedia room for learning*)

10. **Interviewer:** Dari semua teknik ataupun strategi yang pernah Ibu/Bapak terapkan, menurut Ibu/Bapak mana yang paling efektif atau paling kelihatan efeknya dalam membangun kepercayaan diri siswa dalam berbicara menggunakan bahasa inggris? (*From all the techniques or strategies you have used, which one do you think is the most effective or most visible effect on building student confidence in speaking in English?*)

    Interviewee: Yang paling kelihatan itu biasanya kalau saya kasih *text listening* terlebih dahulu, dan kemudian saya jelaskan pengertiannya, kemudian mereka akan saya suruh untuk mengulang. Jadi ketika mereka sudah tau artinya dan bagaimana cara membacanya, mereka akan lebih percaya diri ketika disuruh mengulang dan menjelaskan di dalam percakapan, mereka akan lebih percaya diri
    (*The most visible thing is usually if I give them a text listening first, and then I explain the meaning, then I will tell them to repeat. So when they already know the meaning and how to read it, they will be more confident when they been told to repeat and explain in the conversation, they will be more confident*)

Int. 5 (YY): 11. 58

1. **Interviewer:** Apa yang Ibu/Bapak lakukan sebelum memulai kelas? (*What do you do before the class started?*)

    Interviewee: Biasanya terlebih dahulu kalau untuk *opening ceremony* nya adalah berdoa. Lalu kita mereview sedikit tentang materi yang lalu baru setelah itu lanjut ke materi selanjutnya
    (*Usually the first for opening the ceremony is praying. Then we review a little about the material and then move on to the next material*)

2. **Interviewer:** Apakah siswa Ibu/Bapak antusias ketika pelajaran Bahasa Inggris? (*Do your students enthusiastic when studying English?*)

    Interviewee: Kebanyakan dari murid-murid ini sangat antusias karena mereka di keseharian selain menggunakan bahasa arab juga bahasa inggris.
    (*Most of these students are very enthusiastic because they use two language in their daily life that are Arabic and English*)

3. **Interviewer:** Apakah Ibu/Bapak sering memberikan aktifitas speaking? Seperti speech (pidato), role-play (drama), mini debate (debat mini), presentation (presentasi) atau kegiatan yang bersifat "speaking ' lainnya? (*Do you often giving the speaking activities? Such as speech, role-play, mini debate, presentation or other activities that contain "speaking" on it?*)

    Interviewee: Karena mereka masih Tsanawiyah, biasanya mereka saya beri dialog. Jadi terkadang mereka akan membuat sendiri dialog nya, terkadang memang sudah ada di buku paketnya.

(*Because they are still Tsanawiyah, I usually give them a dialogue. So sometimes they will make their own dialogue, sometimes it's already in the package book*)

4. **Interviewer:** Menurut Ibu/Bapak apa yang membuat siswa tidak percaya diri saat berbicara menggunakan bahasa inggris? *What do you think that makes students insecure when speaking in English*?)
   Interviewee: Biasanya mereka takut salah *pronounce*. Jangankan mereka ya, kita pun kadang-kadang kalau takut salah bisa membuat kurang percaya diri
   (*Usually they are afraid of pronouncing wrong. Just like us, we sometimes afraid of being wrong that can make less confident*)

5. **Interviewer:** Bagaimana Ibu/Bapak membangun kepercayaan diri siswa dalam berbicara menggunakan bahasa inggris? (*How do you build student confidence in speaking in English*?)
   Interviewee: Sebenarnya mereka sudah biasa menggunakan bahasa inggris disini karena sehari-harinya juga terbiasa menggunakan bahasa inggris. Cuma untuk tampil ke depan secara formal, mereka sering saya beri *support*. Misalnya mendengarkan cara pengucapan yang benar kalau di kamus online itu seperti apa, jangan sampai mereka ragu dalam membaca atau menyebutkan kata tersebut.
   (*Actually they are used to using English here because in daily life they are also accustomed to using English. But if it to come perform formally, I will give them more support. For example listening to the correct pronunciation in online dictionary, and do not let them hesitate in reading or mentioning the word*)

6. **Interviewer:** Apa trik yang Ibu/Bapak lakukan kepada siswa yang terlihat tidak percaya diri ketika berbicara dalam bahasa inggris? (*What is the trick that you do to students who look insecure when speaking English?*)
   Interviewee: Biasanya saya memanggilnya dan menanyakan apa keluhannya sehingga dia menjadi sangat pesimis atau pun menjadi kurang percaya diri misalnya ketika dapat giliran membaca. Dan ya mungkin itu tadi kurang pede takut membuat kesalahan dalam pengucapan
   (*Usually I call him/her and ask what his obstacles or complaints, so that he/she becomes very pessimistic or even lack confidence, for example when it can be his/her turn to read. And yes maybe it was less confident because too afraid make mistakes in pronunciation*)

7. **Interviewer:** Bagaimana Ibu/Bapak melatih speaking skill siswa? (*How do you train students' speaking skills?*)
   Interviewee: Kadang, selain saya memberikan tutorial bagaimana cara membaca atau pun mem-*pronounce*-kan kata, saya juga memberikan materi mendengarkan lagu berbahasa inggris. Jadi disitu kan ada kata yang saya hilangkan, jadi tugas mereka untuk mengisi kata tersebut. Dan disitu mereka sangat antusias dan mereka jadi *enjoy* juga.

(*Sometimes, besides giving tutorials on how to read or pronounce words, I also provide a material to listen to songs in English. So there is a word that I blanked it, so it is their job to fill it. And there they were very enthusiastic and they enjoyed it too*)

8. **Interviewer:** Apakah ada perlakuan khusus kepada siswa yang terlihat tidak terlalu percaya diri ketika berbicara menggunakan bahasa inggris? (*Is there any special treatment for students who look less confident when speaking English?*)

   Interviewee: Biasanya kalau dia benar-benar kurang percaya diri dan tidak mau ketika saya menyuruh atau pun meminta dia untuk maju ke depan, biasanya saya akan menempatkan dia ke depan atau ke sebelah saya atau pun ke belakang teman-temannya untuk mendengarkan dan diberi waktu untuk meningkatkan kepercayaannya dulu. Kemudian ketika dia sudah siap, baru tiba giliran dia

   (*Usually if he really lacks confidence and does not want to being asked to come forward, usually I will put him in front or next to me or behind his friends to listen and give a time to increase his confidence first . Then when he was ready, it will be his turn*)

9. **Interviewer:** Apakah ada variasi belajar bahasa inggris selain di dalam kelas? Misal belajar di ruangan terbuka. Jika ada, apakah "metode" itu menurut Ibu/Bapak dapat meningkatkan kepercayaan diri siswa dalam berbicara menggunakan bahasa inggris? (*Are there any variations in learning English other than in the classroom? For example studying in an open space. If there is, do you think that the "method" can increase students' confidence in speaking in English?*)

   Interviewee: Ada, biasanya kalau kelas sore itu mereka akan *boring* karena sudah belajar dari pagi sampai sore. Jadi sering saya bawa ke halaman di dekat parkiran. Nanti mereka saya suruh melihat beberapa *vocab* dan membuat nya menjadi kalimat lalu membacakannya ke depan.

   Kalau untuk kepercayaan diri tidak terlalu, tapi kalau untuk menambah *vocab* iya.

   (*There is, usually when classes in afternoon they will be boring because they have learned from morning to evening. So, usually I take it to the yard near the parking lot. Later I told them to look at some vocab and make it into a sentence and then read it to the front of their friends*)

   (*For self-confidence it's not too much, but for adding vocabulary, yes*)

10. **Interviewer:** Dari semua teknik ataupun strategi yang pernah Ibu/Bapak terapkan, menurut Ibu/Bapak mana yang paling efektif atau paling kelihatan efeknya dalam membangun kepercayaan diri siswa dalam berbicara menggunakan bahasa inggris? (*From all the techniques or strategies you have used, which one do you think is the most effective or most visible effect on building student confidence in speaking in English?*)

    Interviewee: Menggunakan tutorial ataupun menggunakan lagu. Karena disitu mereka langsung mendengarkan dari *native speaker* nya jadi mereka tidak takut untuk mengucapkan berulang kali

(*Using tutorials or using songs. Because there they will listen directly from the native speaker so they are not afraid to say it repeatedly*)

B. Interview with the students'

<u>**Int. 6 (NS): 11:00**</u>

1. **Interviewer:** Kesulitan apa saja yang kamu hadapi dalam berbicara menggunakan bahasa inggris? (*What difficulties do you face in speaking in English?*)
   Interviewee: Grammar
   (*Grammar*)

2. **Interviewer:** Apakah kamu percaya diri ketika berbicara menggunakan bahasa inggris di depan kelas? (*Are you confident when speaking in English in front of the class?*)
   Interviewee: Percaya diri
   (*Confidence*)

3. **Interviewer:** Apa yang membuat kamu tidak percaya diri untuk berbicara menggunakan bahasa inggris? (*What makes you not confident to speak in English?*)
   Interviewee: Kadang-kadang takut salah grammar nya
   (*Sometimes afraid of the wrong grammar*)

4. **Interviewer:** Apa yang biasanya dilakukan guru agar kamu tidak malu untuk berbicara menggunakan bahasa inggris? (*What teachers usually do so you are not ashamed to speak in English?*)
   Interviewee: Tidak melakukan apa-apa sih
   (*Do not do anything anyway*)

5. **Interviewer:** Apakah guru sering memberikan tugas yang berhubungan dengan "speaking"? seperti speech (pidato), role-play (drama), mini debate (debat mini), presentation (presentasi)? (*Do teachers often giving the assignments related to "speaking"? such as speech, role-play, mini debate, presentation?*)
   Interviewee: Sering presentation di dalam kelas. Kalau untuk speech, itu setiap malam jum'at ada muhadharah dalam bahasa inggris dan bahasa arab.

(*It usually presentations that have in the class. For speeches, there are muhadharah in English and Arabic every Friday night*)

6. **Interviewer:** Kapan menurut kamu, kamu sangat percaya diri untuk berbicara menggunakan bahasa inggris? Apakah ketika materi speech (pidato), role-play (drama), mini debate (debat mini), atau presentation (presentasi)? (*When do you think you are very confident to speak in English? Is it when the speech material,role play, mini debate, or presentation?*)
   Interviewee: Waktu presentasi sih
   (*Presentation time anyway*)

7. **Interviewer:** Apakah ketika pelajaran bahasa inggris, guru pernah membuat kelas selain di dalam ruangan? Misalnya, diluar ruangan (outdoor). Apakah menurut kamu itu dapat meningkatkan kepercayaan diri dalam berbicara menggunakan bahasa inggris? (*When studying English, have the teacher ever made a class other than indoors? For example, outside the room (outdoor). Do you think it can increase confidence in speaking using English?*)
   Interviewee: Pernah, kadang-kadang di ruang multimedia
   (*Once, sometimes in the multimedia room*)

Int. 7 (HA): 11:05

1. **Interviewer:** Kesulitan apa saja yang kamu hadapi dalam berbicara menggunakan bahasa inggris? (*What difficulties do you face in speaking in English?*)
   Interviewee: Kalau misalnya saya berbicara dengan teman saya, saya mungkin masih bisa mengubah kata-katanya. Tapi kalau misalnya saya berbicara dengan bule-bule gitu, susah untuk menggunakan grammar nya.
   (*For example when I talk to my friend, I might still be able to change the words. But if I talk to Caucasians like that, it's hard to use the grammar*)

2. **Interviewer:** Apakah kamu percaya diri ketika berbicara menggunakan bahasa inggris di depan kelas? (*Are you confident when speaking in English in front of the class?*)
   Interviewee: Ya, saya percaya diri. Karena menurut saya kalau berbicara menggunakan bahasa inggris di depan kelas itu saya dapat mengumpulkan jati diri keberanian saya sendiri.
   (*Yes, I'm confident. Because in my opinion when speaking in English in front of the class I can gather my own courage*)

3. **Interviewer:** Apa yang membuat kamu tidak percaya diri untuk berbicara menggunakan bahasa inggris? (*What makes you not confident to speak in English?*)

Interviewee: Yang membuat saya tidak percaya diri sih, kalau misalnya gugup atau takut salah pengucapan gitu.

(*Which make me not confident, if when I am nervous or afraid of the wrong pronounce*)

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

   Interviewee: Mengulang kata atau kalimat yang salah tadi atau mencoba untuk melihat lagi kalimat tersebut.

   (*Repeat the wrong word or sentence or try to see the sentence again*)

5. **Interviewer:** Apakah guru sering memberikan tugas yang berhubungan dengan "speaking"? seperti speech (pidato), role-play (drama), mini debate (debat mini), presentation (presentasi)? (*Do teachers often giving the assignments related to "speaking"? such as speech, role-play, mini debate, presentation?*)

   Interviewee: Kalau misalnya, hmmm ini… guru saya, beliau memberikan saya tugas-tugas yang agak susah yang tidak pernah di berikan ke teman-teman yang lain. Kalau untuk di kelas itu paling sering presentasi

   (*For example, this hmmm ... my teacher, he gave me rather difficult tasks that were never given to other friends. The most frequent presentations in class*)

6. **Interviewer:** Kapan menurut kamu, kamu sangat percaya diri untuk berbicara menggunakan bahasa inggris? Apakah ketika materi speech (pidato), role-play (drama), mini debate (debat mini), atau presentation (presentasi)? (*When do you think you are very confident to speak in English? Is it when the speech material,role play, mini debate, or presentation?*)

   Interviewee: Waktu saat pidato dan presentasi.

   (*When its speeches and presentations*)

7. **Interviewer:** Apakah ketika pelajaran bahasa inggris, guru pernah membuat kelas selain di dalam ruangan? Misalnya, diluar ruangan (outdoor). Apakah menurut kamu itu dapat meningkatkan kepercayaan diri dalam berbicara menggunakan bahasa inggris? (*When studying English, have the teacher ever made a class other than indoors? For example, outside the room (outdoor). Do you think it can increase confidence in speaking using English?*)

   Interviewee: Diluar kelas tidak pernah, tapi paling sering itu di ruang multimedia.

   (*Never outside of class, but most often is in the multimedia room*)

Int. 8 (GC): 11:10

1. **Interviewer:** Kesulitan apa saja yang kamu hadapi dalam berbicara menggunakan bahasa inggris? (*What difficulties do you face in speaking in English?*)

Interviewee: Grammar

(*Grammar*)

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

   Interviewee: Percaya diri. Karena waktu saya mau menyampaikan sesuatu didepan kelas itu, saya kan sudah sering belajar bahasa inggris dari kecil, jadi saya sudah terbiasa. Dan saya juga suka belajar bahasa inggris

   (*Yes, I am confidence. Because when I want to say something in front of the class, I've often learned English since I was child, so I'm used to it. And I also like learning English*)

3. **Interviewer:** Apa yang membuat kamu tidak percaya diri untuk berbicara menggunakan bahasa inggris? (*What makes you not confident to speak in English?*)

   Interviewee: Ketika seseorang itu tidak mendukung saya disaat saya ngomong. Jadi banyak orang minta saya untuk ajarin mereka bahasa inggris, tapi mereka tidak niat untuk belajar jadi seperti mereka tidak mendukung saya

   (*When it is someone does not support me when I am speaking English. So many people ask me to teach them English, but they have no intention to learn so it's like they don't support me*)

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

   Interviewee: Biasanya kalau guru sih *support* ya, guru mendukung. Intinya saya jangan pernah menyerah kalau memang cita-cita ingin sekolah di luar negeri harus rajin belajar setiap hari

   (*Usually, for the teacher is giving the supports, the teacher supports it. The point is I must never give up if it is my wish to study abroad that I must study hard every day*)

5. **Interviewer:** Apakah guru sering memberikan tugas yang berhubungan dengan "speaking"? seperti speech (pidato), role-play (drama), mini debate (debat mini), presentation (presentasi)? (*Do teachers often giving the assignments related to "speaking"? such as speech, role-play, mini debate, presentation?*)

   Interviewee: Kalau untuk tugas jarang, cuma lebih banyak menerangkan. Jadi misalnya guru menulis sesuatu tentang *"speaking"* atau *"speech"* di papan tulis, lalu guru akan menjelaskannya.

   (*For a task it is rare, it is more in explaining. So for example the teacher writes something about "speaking" or "speech" on the board, then the teacher will explain it*)

6. **Interviewer:** Kapan menurut kamu, kamu sangat percaya diri untuk berbicara menggunakan bahasa inggris? Apakah ketika materi speech (pidato), role-play (drama), mini debate (debat mini), atau presentation (presentasi)? (*When do you think you are very confident to speak in English? Is it when the speech material,role play, mini debate, or presentation?*)

   Interviewee: Kalau itu udah pasti waktu speech.

   (*If that's for sure speech time*)

7. **Interviewer:** Apakah ketika pelajaran bahasa inggris, guru pernah membuat kelas selain di dalam ruangan? Misalnya, diluar ruangan (outdoor). Apakah menurut kamu itu dapat meningkatkan kepercayaan diri dalam berbicara menggunakan bahasa inggris? (*When studying English, have the teacher ever made a class other than indoors? For example, outside the room (outdoor). Do you think it can increase confidence in speaking using English?*)

   Interviewee: Kalau di outdoor sih jarang ya, tapi kalau di ruang multimedia ada.

   (*If it's outdoors, it's rare, but it is usually in the multimedia room*)

Int. 9 (TRZ): 11:15

1. **Interviewer:** Kesulitan apa saja yang kamu hadapi dalam berbicara menggunakan bahasa inggris? (*What difficulties do you face in speaking in English?*)

   Interviewee: Grammar

   (*Grammar*)

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

   Interviewee: Ya, jika ada support atau dukungan dari teman-teman atau pun guru.

   (*Yes, if there is support from friends or even the teachers*)

3. **Interviewer:** Apa yang membuat kamu tidak percaya diri untuk berbicara menggunakan bahasa inggris? (*What makes you not confident to speak in English?*)

   Interviewee: Takut dibilang sombong

   (*I am afraid of being called the arrogant*)

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

   Interviewee: Disuruh mencoba

   (*The teacher told me to trying*)

5. **Interviewer:** Apakah guru sering memberikan tugas yang berhubungan dengan "speaking"? seperti speech (pidato), role-play (drama), mini debate (debat mini),

presentation (presentasi)? (*Do teachers often giving the assignments related to "speaking"? such as speech, role-play, mini debate, presentation?*)
Interviewee: Sering nya presentasi
(I*t is usually presentation*)

6. **Interviewer:** Kapan menurut kamu, kamu sangat percaya diri untuk berbicara menggunakan bahasa inggris? Apakah ketika materi speech (pidato), role-play (drama), mini debate (debat mini), atau presentation (presentasi)? (*When do you think you are very confident to speak in English? Is it when the speech material, role play, mini debate, or presentation?*)
Interviewee: Hmm, waktu pidato, presentasi sama drama.
(*Hmm, when the speeches, presentation and role-play*)

7. **Interviewer:** Apakah ketika pelajaran bahasa inggris, guru pernah membuat kelas selain di dalam ruangan? Misalnya, diluar ruangan (outdoor). Apakah menurut kamu itu dapat meningkatkan kepercayaan diri dalam berbicara menggunakan bahasa inggris? (*When studying English, have the teacher ever made a class other than indoors? For example, outside the room (outdoor). Do you think it can increase confidence in speaking using English?*)
Interviewee: Diluar ruangan tidak pernah, tapi kalau di multimedia ada.
(*It never in outdoor room, but there was in multimedia room*)

Int. 10 (AR): 11:20

1. **Interviewer:** Kesulitan apa saja yang kamu hadapi dalam berbicara menggunakan bahasa inggris? (*What difficulties do you face in speaking in English?*)
Interviewee: Biasanya dalam grammar
(*Usually in grammar*)

2. **Interviewer:** Apakah kamu percaya diri ketika berbicara menggunakan bahasa inggris di depan kelas? (*Are you confident when speaking in English in front of the class?*)
Interviewee: Lumayan percaya diri
(*Yeah, not that bad*)

3. **Interviewer:** Apa yang membuat kamu tidak percaya diri untuk berbicara menggunakan bahasa inggris? (*What makes you not confident to speak in English?*)
Interviewee: Biasanya kalau kita berbicara menggunakan bahasa inggris, sering di cap sombong
(*Usually when we speak in English, we are often labeled the arrogant*)

4. **Interviewer:** Apa yang biasanya dilakukan guru agar kamu tidak malu untuk berbicara menggunakan bahasa inggris? (*What teachers usually do so you are not ashamed to speak in English?*)
Interviewee: Hmm biasanya dikasih nasehat supaya terus praktek
(*Hmm usually the teachers give some advice and then practice*)

5. **Interviewer:** Apakah guru sering memberikan tugas yang berhubungan dengan "speaking"? seperti speech (pidato), role-play (drama), mini debate (debat mini), presentation (presentasi)? (*Do teachers often giving the assignments related to "speaking"? such as speech, role-play, mini debate, presentation?*)
Interviewee: Yang sering presentasi
(*It is usually presentation*)

6. **Interviewer:** Kapan menurut kamu, kamu sangat percaya diri untuk berbicara menggunakan bahasa inggris? Apakah ketika materi speech (pidato), role-play (drama), mini debate (debat mini), atau presentation (presentasi)? (*When do you think you are very confident to speak in English? Is it when the speech material, role play, mini debate, or presentation?*)
Interviewee: Waktu pidato atau pun presentasi
(*When the speech and presentation*)

7. **Interviewer:** Apakah ketika pelajaran bahasa inggris, guru pernah membuat kelas selain di dalam ruangan? Misalnya, diluar ruangan (outdoor). Apakah menurut kamu itu dapat meningkatkan kepercayaan diri dalam berbicara menggunakan bahasa inggris? (*When studying English, have the teacher ever made a class other than indoors? For example, outside the room (outdoor). Do you think it can increase confidence in speaking using English?*)
Interviewee: Tidak ada
(*No, it is not*)

Appendix 4: Documentation

1. **Interview Process with SA**