CHAPTER IV

FINDINGSAND DISCUSSION

A. Findings

In this chapter, the researcher presents data findings and disscussion about teachers' strategies to improve students' self-confidence in speaking English. The data were obtained from the interview and direct observation.The interview and direct observation were conducted to investigate teachers' strategies to improve students' self confidence in speaking English. The researcher found several strategies used to improve students' self-confidence in speaking they are conversation, task repetition, storytelling and presentation. The findings of this study will be presented respectively in the following lines:

Based on the result of direct observation and interview, the researcher found that several strategies used by the teacher namely conversation, task repetition, storytelling, and presentation.

Based on interview, the teacher of Mts. Al-KhairiyahPakuncen namely (Mrs.T) said that there are several strategies used to improve students' self-confidence in speaking English. This statement is reinforced from structural coding of interview that the researcher has conducted with an English teacher:

Research Question: What is the strategies you used in teaching and learning speaking to improve students' self-confidence in speaking?

Code: # I (Interview)

 # T (Pseudonym)

I_ 1 : What is the strategies you used in teaching and learning speaking to improve students' self-confidence in speaking English?

I_ T1 : I used some strategies to improve students' self-confidence in speaking English there are conversation, task repetition, storytelling, and presentation.

I_2 : Have you ever tried using other strategies to improve students' self-confidence in speaking English?

I_T2 : Yes, I have. I tried using strategies like discussion.

I_ 3 : Did students get difficulties in practice?

I_ T3 : Yes, they did. The difficulties in this strategy there are less confidence, shyness, worry, poor in pronunciation to speak English

I_4 : What are students' most favorite strategies to improve students' self-confidence in speaking English?

I_T4 : The students have two favorite strategies to improve students self-confidence English namely conversation and task repetition.

I_5 : What are the students' reasons most favorite both of strategies?

I_T5 : Because the students easy to practice and fun.

From the interview with English teacher, the teacher used four strategies to improve students' self-confidence in speaking English namely conversation, storytelling, task repetition and presentation. Sometimes, teacher found some trouble to improve students' self-confidence in speaking English such as shy, worry, poor in pronunciation and self-confidence to speak English. Although, teacher tried to apply other strategies like discussion but the students interested in fun strategies such as conversation and task repetition.

In the following lines will be provided strategies used by the teacher to improve students' self-confidence in speaking English:

a. Conversation

This activity more effective to improve students' self-confidence because the students easy to understand the direction or rules to follow the strategies that applied by the teacher. The purpose of used this strategy is to improve students' self-confidence, enrichvocabulary mastery and also improve their pronunciation in speaking English. Based on the direct observation, before learning process began the teacher first determined the material and ask students to open handbook. Then, teacher first read the conversation text on handbook. After teacher read dialogue text, the students practice with partner in front of class in turn. This statement is

reinforced from structural coding of interview that the researcher has conducted with an English teacher:

Research Question:Would you explain about used conversation strategy to improvestudents' self-confidence in speaking?

Code: # I (Interview)

 # T (Pseudonym)

I_ 1   : Would you explain about using conversation strategy to improve students' self-confidence in speaking English?

I_ T1   : In apply this strategy, before learning began firstly I asked students to determined the material and asked students to open handbook.   Then, teacher first read the conversation text on handbook. After teacher read dialogue text, the students practice with partner in front of class in turn. Usually this strategy carried out with partner or in a group.

I_2   : How are students reaction when you using this strategy?

I_T2   : The students are feel excited to practice it because this strategy easy to practice, the media (handbook) was available in school, interesting, fun, can build self-confidence and less boring.

I_3   : Have you ever tried to using other media besides handbook?

I_T3   : Yes, I have. I tried using text from google and print the text to then be given to students.

I_4   : Did students get difficulties in practice?

I_T4   : Yes, they did. The difficulties in this strategy such as confused how to pronounce it.

From the interview with English teacher, the researcher obtained information on the strategies used by the teacher to improve students' self-confidence inspeaking, the teacher used conversation in improving self-confidence because the strategy is interesting, fun, less boring and improve self-confidence while speaking so the teacher used conversation strategy to improve their self-confidence in speaking.

b. Task repetition

The teacher also usedtask repetition to improve students' self-confidence in speaking. The aims of task repetition used is to make the students' confident while practice speaking, development of fluency, accuracy, and complexity. Based on direct observation,before learning process began the teacher asked the students to pay attention his sentence or word to get right pronunciation. Next, teacher asked the studentsto follow or repeat the words what the teacher said. Sometimes, the teachers also chooses students one by one or in groups to practice. Based on the direct observation in class, the students were excited to practice this strategy. It can be seen when the students imitate what the teacher said, the students feel confidence to speak English because they are just imitate what teacher

said. This statement is reinforced from structural coding of interview that the researcher has conducted with an English teacher:

Research Question: Would you explain about used task repetition strategy to improve students' self-confidence in speaking English?

Code: # I (Interview)

 # T (Pseudonym)

I_ 1 : Would you explain about used task repetition strategy to improve students' self- confidence in speaking English?

I_T1 : Yes. In using this strategy, before learning process began firstly I asked students to open page handbook or sometimes I write the word or sentence on whiteboard to train students in speaking. Then, I gave an example of pronunciation first word or sentences that will be cursed. Next, I asked students for practicing and reciting the sentences that had spoken by me. Sometimes in using this strategy I designated a student randomly for practice.

I_2   : How are students' reactions when you used this strategy?

I_T2 : The students feel excited to practice this strategy because less boring and also this strategy can build students' self-confidence in speaking

I_ 3 : Would you give me the example word or sentence usually you used?

I_T3 : Usually I gave short word or sentence like "Chinesse" or "I can speak Chinesse" then the students do practice what the word or sentences that had spoken.

I_4   : Did students get difficulties in practice?

I_T4 : Yes, they did. Usually unclear pronunciation or difficulty in saying words .For example word " Chinesse". Some students get mistake when their pronunce it.

I 7   : Did you think this strategy can improve students' self-confidence in speaking?

I_T5 : Yes, I did. Because when the students do practice the students feel confidence and are not afraid to make mistakes, confused in pronunciacing word or sentences that have   previously been exemplified byme. Other abilities besides self- confidence can also   be built with this strategy, such as fluency, accuracy, and complexity in speaking.

From the interview through use coding above that task repetition interesting to students practice. Task repetition as way to make all students active and effectively to build students' self-confidence in speaking English. In the learning process teacher asked students to speak or repeated word or sentence what has been said and this strategy can improved

pronunciation, development of fluency, accuracy, and complexity and also can to be the classroom less boring for students.

Based on the results of observation during the English learning process, the teacher would give an example first the correct word or sentence to students follow or repeat the teacher's word or sentence.

Example:

Teacher : I can speak Chinesse

Students : I can speak Chinesse

Teacher : I will dance for two hours

Students : I will dance for two hours

c. Storytelling

Storytelling also as one of the strategies used by the teacher that aplied to improve students' self-confidence. The purpose of this strategy used is to improve self-confidence to speak English, enrich vocabulary and also drill students' pronunciation. Before began the learning process, teacher first tell the story on handbook and the students asked to pay attention to get right pronunciation. Next, the teacher asked students to tell the story text or practice in front of class in turn.Then, the teacher call students and their name randomly to tell stories. Based on direct observation, in this strategy the teacher used the media (handbook). But in fact, when the teacher applied story telling strategy to improve students' self-confidence the students are not interested to practice because they confused to read the text

and also they have obstacle in speaking how to pronunce English well. Although, the teacher always give motivation to students practice English in every strategy to build students' self-confidence in speaking. Based on interview, this strategy seldom used because the students are not interested in practice, so this strategy usually used just one in a months.This statement is reinforced structural coding from interview that the researcher has conducted with an English teacher:

> *Research Question: Would you explain about used storytelling strategy to improve students' self-confidence in speaking?*
>
> *Code: # I (Interview)*
>
> *# T (Pseudonym)*

I_1 : Would you explain about used storytelling strategy to improve students' self-confidence in speaking English?

I_T1 : In storytelling strategy, before learning began I tell the story on handbook and the students asked to pay attention to get right pronunciation. Next, I asked students to tell the story text or practice in front of class in turn. Then, I call students and their name randomly to tell the stories.

I_2 : How does the students reactions when you apply this strategy?

I_T2 : Some students are not interested to practice and feel bored

I_3 : How many times did you used this strategy in a month?

I_T3   : I seldom used this strategy, I just used only one in a month.

I_4   : What are the causes of students are not interested to practice this   strategy?

I_T4   : This strategy is boring, then students have low ability in reading text story, the students poor in pronunciation, and in the elementary school students never learn English.

I_ 5   : Did you think this strategy can improve students' self-confidence?

I_T5   : Yes, I did. I hope this strategy can improve their self-confidence in speaking. So, sometimes I gave support to students more exercies to improve their self-confidence while speaking English.

I_6   : Would you give me an example of support to students?

I_T6   : Usually I gave support students to try tells story smoothly and slowly. Besides, I gave their support like "If you want to get right pronunciation while speaking, you should more exercise through media like handphone, youtube and etc."

From the interview with English teacher, the teacher seldom used story telling strategy to improve self-confidence in speaking because the students were not interested to practice in front class and this strategy is boring. Besides, the teacher keeps giving support students to trytell story smoothly and slowly. The causes of students are not interested because they have low ability to read text, poor in pronounce and also in elementary

school the students never study English. So, the teacher always motivate them to keep trying to practice this strategy.

d. Presentation

Presentation as the last strategy used to improve students' self-confidence in speaking English. The purpose of used this strategy is to make students confident to speak English, enrich vocabularies and pronounciation while speaking English. Before began, the teacher asked the students to make a letter such asinvitation birthday party. Then, the students are presentation in front of class in turns. In presentation practice, students are not interested because thestudents embarassed, worried and the students are not confidentto practice. Besides, in the case the role of a teacher is needed in this situation. Based on the direct observation the teacher motivating students with positive words. The example word "failure belongs only to those who are not confident." But, based on interview, this strategy seldom used because students feel bored when teacher applied this strategies. This statement is reinforced structuralcoding fromthe interview that the researcher has conducted with an English teacher:

Research Question: Would you explain about used presentation strategytoimprove students' self-confidence in speaking English?

Code: # I (Interview)

 # T (Pseudonym)

I_1   : Would you explain about use of presentation strategy to improve students'self-confidence in speaking English?

I_T1 : In using this strategy. Before began, I asked the students to make a letter such as an invitation birthday party. Then, the students presentation in front of class in turns. Sometimes, this strategy doing in a group

I_2   : How are the students reactions when you applied this strategy?

I_T2 : The students are not interested

I_3   : Did students get difficulties while practicing the presentation?

I_T3 : Yes, they did. The students got some trouble such shyness, less confident to practice, afraid of making mistakes, word mispronouncing. The students also confused to presentation because poor in pronounce English and less vocabulary.

I_4   : How many times you used this strategy?

I_T4 : I seldom used this strategy because these trouble and the students are   not interested to prcatice. So, I used this strategy only one in a month.

I_5   : Have you ever give a support?

I_T5 : Yes, I have. Sometimes I gave support like " failure belongs only to those who are not confident."

Based on the interview with English teacher, the teacher seldom used this strategy because students were not interested to practice. Besides, the teacher sometimes give support to students never give up to trypractice presentation in front of class. The causes of students not interested because shy, less confident, afraid of making mistakes, word mispronouncing. Moreover, the students also confused to presentation because poor in pronunce and less vocabulary.

In practice presentation, this strategy used by the teacher justone in three meetings because the students were not interested to practice. The problem of students does not practice because the students shy, worry and not confident to practice. The students also confused to presentation and poor in pronunciation English well. Even so, the teacher always gave motivation to students can confident to speaking English.

B. Disscussion .

In this study, the researcher would deliver the research results regarding the teachers' strategies to improve students' self-confidence in speaking English. Based on the data that has been collected and investigate teacher strategies to improve students'self-confidence in speaking English. The researcher collected data by conducting direct observation and interview with an English teacher. The result of this research, the researcher found several strategies to improve students' self-confidence namely conversation, storytelling, presentationand task repetition.

Based on the explanation above, there are four strategies to improve students' self-confidence in speaking English. The findings of this study are based direct observations and interview conducted for a months, the details of research activities can be seen in the line below:

a. Conversation

The first strategy used by the teacher is conversation. Conversation is a strategy often used by the English teacher. This strategy is useful to improve students' self-confidence through practice in classroom/teammates. Before asked students' to practice, the teacher would give example conversation text through read the conversation text so that the students pay attention to get the correct pronunciation, after that the students can practice

in front of class in turns. Moreover, the students sometimes asked to students swapping roles with their partner through remembering dialogue.

The teachers' reason used conversation strategy because this strategy is to increase or improve students' self-confidence, increase vocabularies and also improve their pronunciation in speaking English. Nurmawati, 2018 explains that conversation is talk between two or more people about feelings, thoughts, questions or answers, ideas are expressed or news and also exchanged the informations. It is supported by Oxford Dictionary define that conversation is an informal talking involving only two people or in small group of people. Therefore, conversation should not be equated with uses of language that are authentic and spontaneous interpersonal communication.

b. Task repetition

The second strategy is task repetition. Based on the interview, task repetition is one of the strategies students like after conversation. This strategy more interesting to students practice because task repetition strategy as way to make all students active, reduce boring and effectively to build students' self-confidence, development of fluency, accuracy, and complexity in speaking. Based on direct observation,before learning process began the teacher asked the students to pay attention his sentence or word to get right pronounciation. Next, teacher asked the studentsto follow

or repeat the words what the teacher said. Sometimes, the teachers also chooses students one by one or in groups to practice. Based on the direct observation, the students excited to practice this strategy. It can be seen when the students imitate what the teacher said, the students feel confidence to speak English because they are just imitate what teacher said.

Guasti, 2004 explain that task repetition is vital for students of ESL and EFL because it emphasizes on certain aspects that are imperative in the development of fluency, accuracy, and complexity. Employing task repetition students will become familiar with different aspects that are required for the development of accuracy, complexity, and fluency of English language hence promoting quicker understanding. According to the interview, the teacher would give an example first to get pronunciation the correct word or sentence to students follow or repeat word or sentence what the teacher said.

c. Story telling

The third strategy is story telling. Story tellingasone of the strategy used by the teacher that aplied to improvestudents' self-confidence. Story telling used to improve self-confidence to speak English, increase vocabulary and also pronunciation In thi strategy, the teacher ask to students tell the stories in front of class in turns one by one or sometimes in a group based on handbook.

Morrow, 1989 explain that story telling is raeding or listening activity that learners remember from reading or listening and retell what they recognize both through speaking or writing. This strategy is one of the appropriate ways to improve students' speaking skill especially to support the students to speak in front of public. According to the teacher, this strategy seldom used by the teacher because the students low ability to pronunce English well while tell the stories.

d. Presentation

The fourth strategy is presentation. In this study, presentation is the last strategy used by the English teacher. In this activity the researcher has investigated that presentation to improve students' self-confidence in speaking. In using this strategy, the teacher first ask the students to make a letter such as invitation birthday party. Then, the students presentation in front of class in turns and sometimes this strategy applied in a group. Abdulloh, 2017 define that presentation is communication that adapted to various speaking situation, such addressing a meeting, talking in a group or briefing a team. The presentation often get problems of speaking class and presentation class, students are shy, less confident, afraid of making mistakes, word mispronuncing, and etc. Based on the setting, the presentation seldom used by the teacher.Although, the teacher keep trying and support students to practice.

Several strategies used by the English teacher to improve students' self-confidence in speaking English. However, there were obstacles found in using this strategy, namely the teacher could not use English in full in the teaching and learning process. This happens because the teacher adapt to the condition and situation of students.

However, all the strategies used by the teacher to improve students' self-confidence in speaking. This can be seen from the teachers' answers to several questions about strategies used to improve students' self-confidence in speaking English. Most of strategies used by the teacher has difficulty in improve students' self-confidence because for them English is not used in everyday life. The teacher explained that the strategies used were good to improve students' self confidence in speaking English.