

LECTURERS' TEACHING TECHNIQUE TO INCREASE STUDENTS' SELF-EFFICACY IN SPEAKING CLASS

(A Descriptive Research at the English Study Program IAIN Curup)

THESIS

**This thesis is submitted to fulfill the requirement
for 'sarjana' degree in English *Tadris* Study Program**



Written by :

RAHAYU ASTARI

19551047

**ENGLISH TADRIS STUDY PROGRAM
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STATE ISLAMIC INSTITUTE OF CURUP**

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KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI (IAIN CURUP)
FAKULTAS TARBIYAH

Jl. Dr. AK Gani No. 01 Kotak Pos 108 Telp. (0732) 21010-21759 Fax 21010 kode pos 39119
Website facebook: FakultasTarbiyah IAIN Curup. Email: fakultastarbiyah@gmail.com

APPROVAL

Nomor : 2427 /In.34/F.TAR/I/PP.00.9/ /2023

Name : **Rahayu Astari**
NIM : **19551047**
Departement : **Tadris Bahasa Inggris**
Title : **Lecturers' Teaching Technique to Increase Students' Self Efficacy in Speaking Class**

Has been examined by examining board of the English *Tadris* Study Program of Institut Agama Islam Negeri (IAIN) Curup, on:

Day / Date : **Wednesday, august 2nd 2023**
Time : **01.30 p.m – 03.00 p.m**
At : **Room 1 Munaqosyah Building IAIN Curup**

Has been received to fulfill a partical requirements for the degree of Strata 1 in English *Tadris* Study Program of Tarbiyah Faculty IAIN Curup.

Examiners

Head

Jumatul Hidayah, M.Pd
NIP. 19780224 200212 2 002

Secretary

Sarwo Edy, S.Pd.I., M.Pd.
NIDN. 2007068102

Examiner I

Dr. Leffi Noviyenti, M. Pd.
NIP. 19761106 200312 2 004

Examiner II

Dr. Eka Apriani, M. Pd.
NIP. 19900403 201503 2 005

Dean

Faculty of Tarbiyah



Profs. Dr. H. Hamengkubuwono, M. Pd.
NIP. 19650826 199903 1 001

PENGAJUAN SKRIPSI

Hal : **Pengajuan Skripsi**

Kepada

Yth. Bapak Dekan Tarbiyah IAIN Curup

Di

Curup

Assalamu'alaikum Wr. Wb.

Setelah mengadakan pemeriksaan dan perbaikan seperlunya maka kami berpendapat skripsi atas nama **Rahayu Astari, 19551047** Mahasiswa IAIN Curup Prodi Tadris Bahasa Inggris, yang berjudul "**Lecturers' Teaching Technique to Increase Students' Self-Efficacy in Speaking Class**" sudah dapat diajukan dalam siding munaqasah Institut Agama Islam Negeri (IAIN) Curup.

Demikian permohonan ini kami ajukan agar dapat diterima, terlebih dahuludiucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Curup, 14 Juli 2023

Advisor



Jumatul Hidayah, M. Pd.
NIP. 19780224 200212 2 002

Co-Advisor



Sarwo Edy, M. Pd.
NIDN. 20011038702

THE STATEMENT OF OWNERSHIP

The writer sign bellow :

Name : Rahayu Astari
NIM : 19551047
Fakultas : Tarbiyah
Jurusan : Tadris Bahasa Inggris

State the thesis under the title "**Lecturers' Teaching Technique to Increase Students' Self-Efficacy in Speaking Class**". This statemen is made truly, if in the next day there is any mistake, the writer ready to accept the punishment or the other criticism from IAIN suitable with regulation.

Curup, 10th July 2023

Writer



Rahayu Astari
NIM. 19551047

PREFACE

All praises to Allah that writer had finally finished writing her thesis entitled “**Lecturers’ Teaching Technique to Increase Students’ Self-Efficacy in Speaking Class**”.

This thesis submitted as a part of the completion for undergraduate degree of strata 1 (S1) in English Tadris Study Program of IAIN Curup. The writer realizes that this thesis is far from being perfect, therefore really appreciates some suggestion and critics for being perfect in the future.

Last but not least, the writer hopes that this thesis will be really useful to those who interested in this field of study.

Curup, 10th July 2023
Writer



Rahayu Astari
NIM. 19551047

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Assalammu'alaikum Warrahmatullahi Wabarakatuh

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The researcher finished this research entitled “**Lecturers Teaching Techniques to Increas Students Self-efficacy in Speaking Class**”. This thesis is presented in order to fulfil of the requirement for the degree of strata I in English Tadris study program of IAIN Curup. In the process of conducting this research, the researcher accepted valuable support, assistance, guidance, contribution and motivation from others. Because of those reason, the writer would like to presents her deepest appreciation to:

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Finally, the researcher needs suggestion for being perfect in the future because this thesis is not perfect yet event in the grammar, structure of writing, discussion or anything else that is not suitable with hoped. Hopefully the result of this research can give beneficial contribution to the

development of education in other school. For acknowledgment above, and those are not mentioned, may Allah SWT give them the best reward. Ameen.

Wassalamu'alaikum Warrahmatullahi Wabarakatuh

Curup, 10th July 2023

Writer

A handwritten signature in black ink, appearing to read 'Rahayu Astari' with a stylized flourish at the end.

Rahayu Astari
NIM. 19551047

MOTTO AND DEDICATION

“Your Voice Matters, So Make Your Self Heard”

“Your Succes Happen Cause You Do Your Best, Not Because the Other Prizes. So if you Lazy, Your Future Life Will be Creepy.”





“Take a Risks in Your Life. If You Win, you May Lead. If You Lose, you May Guide.”

“Just Aspire to Inspire before we Expire.”

“PROCESS is the Best Part of SUCCESS”

This thesis would never have been complete without the help of many people. Best thanks for my Advisor, Mrs. Jumatul Hidayah, M. Pd and My co-advisor Mr. Sarwo Edy, M. Pd who has guided and support my thesis to completion.

This thesis dedicates to:

-  *My lovely and wonderful family, the greatest man ever my father **Mr. Ariyadi**, the most beautiful and kind woman in my world, my mother **Mrs. Siti Dahlia** thanks for being the source of love, support, and strength during both good times and challenging moments*
-  *My beloved little sister, **Anggun Arini** who always support me, And becomes a caring younger sibling to their older sibling during difficult times."*
-  *My Bude's Family (**Bude Siti, Pakde Barik, Kak Arif and Mbak Deti**) thank you for teaching the true meaning of family.*
-  *My great advisor **Mrs. Jumatul Hidayah, M. Pd.**, who always*

give me pure love just like my mother at college, give me motivation, suggestion, guidance in finishing my study at IAIN Curup.

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- + Siti Masitoh, S. Pd., Sister as the place to ask anything related with my research. Thank you so much sister, may you always be happy and healthy.*
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- + TBI 2019 A Class , Thank you for give me another wonderful story together.*
- + All of students of English Tadris Study Program of IAIN Curup.*
- + My Almameter IAIN Curup.*
- + All of people around me who gave me the golden precept that I could not be mentioned one by one.*

ABSTRACT

Rahayu Astari 2023 : **Lecturers Teaching Techniques to Increase Students Self-efficacy in Speaking Class**

Advisor : Jumatul Hidayah, M.Pd.

Co-advisor : Sarwo Edy, M.Pd.

This qualitative descriptive study aims to investigate the implementation of teaching techniques used by the Lecturers' to increase students' self-efficacy in the speaking class and explore student opinion regarding these techniques. The research was conducted at TBI IAIN Curup using a qualitative descriptive design. The subjects of this research are speaking Lecturers and students who are being taught by those lecturers, 2nd and 4th semesters students of the academic year 2022/2023. Observation checklists and interview guidance were utilized as data collection instruments. In analysis data, the steps were: data managing, reading, describing, classifying and interpreting. Four techniques have been identified: communicative activities (pair and group work), interactive games, real-life topics, and authentic materials. From the research findings, it is evident that the lecturers have implemented the techniques effectively. The implementations are: 1) Interactive Games: include group division, providing clear game instructions, and giving constructive feedback; 2) Communicative activities (pair and group work): involve forming pairs or groups, assigning relevant communicative tasks, and facilitating interaction and collaboration among students; 3) Real-life topics or Solving Dilemma: selecting relevant and thought-provoking scenarios that reflect real-world situations, encouraged students to discuss and analyze the dilemmas, propose solutions; 4) Authentic materials: give the material such as videos or picture that reflect authentic language. Studying the relationship between lecturer's teaching techniques and students' self-efficacy can have practical implications for language learning and teaching. Also by make this research, it can help improve language learners' outcomes and provide insights into effective instructional practices for language educators.

Keywords: Teaching Techniques, Self-Efficacy, Communicative Activities, Interactive Games, Real-Life Topics, Authentic Materials.

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CHAPTER 1

INTRODUCTION

A. Background of The Study

In the world of education, the issue of self-efficacy is currently being discussed. This is because, self-efficacy is very important to be improved, especially by students in speaking class. Many studies have proven that self-efficacy plays an important role in the effectiveness of learning for students. If students' have high level of self-efficacy it can held the strong belief and increase their motivation in the learning process. Thus, students who perform well believe that they have competence and confidence with their effort.¹ In a classroom context, a student who believes that his performance is good will be motivated to work hard to get good results. On the contrary, a student who has a low self-efficacy level thinks that the task given is very hard, difficult or boring. Consequently, he doesn't enjoy doing the task.

Albert Bandura for the first time introduced self-efficacy with the title "A Psychological Review". Bandura said that self-efficacy lies at the core of human functioning. Self-efficacy is defined as beliefs about the ability to organize and carry out the actions needed to complete a particular task in a particular context. More precisely, self-efficacy is a person's assessment of his ability to organize and take the necessary actions to

¹ Schunk, D. H. (2012). *Learning theories an educational perspective sixth edition*. Pearson. <https://www.pearson.com/us/higher-education/product/Schunk-Learning-Theories-An-Educational-Perspective-6th-Edition/9780137071951.html>

achieve the desired goals.² In addition, people who have a good level of self-efficacy will tend to put in more effort and last longer in the face of adversity than those who are not confident in their abilities. If it is associated with the field of education, we can say with good self-efficacy, the output in the form of the quality of a student will also be good.

Self-efficacy and self-confidence are related concepts, but they have distinct differences. Self-efficacy refers to a person's belief in their ability to accomplish a specific task or achieve a particular goal. It is situationally specific and can vary depending on the task at hand. Self-efficacy is based on a person's judgment of their own ability to take the necessary or desired course of action. It is not concerned with overall skills but rather with what a person believes they can accomplish with those skills.³ On the other hand, self-confidence is a person's overall belief in their abilities. It is often considered a personality trait that can be adjusted over time. Self-confidence can help individuals cope with negative emotions and anxiety. It is a more stable and comprehensive characteristic compared to self-efficacy, which is more task-oriented and specific.

In the other hand, studies has proven that students' self-efficacy has a close relationship with speaking. Because self-efficacy is one of the psychological factors that encourage students to be good at speaking.

² Bandura A. *Social foundations of thought and action: a social cognitive theory*. Englewood Cliffs: Prentice Hall; 1986

³ Sahraeian Iman, *The Difference Between Self-Efficacy And Self-Confidence*. University of Tehran : 2013.

Several studies have conducted research in self-efficacy. It is not astonishing many people studying that self-efficacy affects learning motivation and academic achievement. Then how to do this with speaking skills that must be mastered by foreign language students. Because people who know a language are referred to as speakers of that language. According to McDonough & Shaw, in many languages, speaking skill is a skill that is judged first than other skills by someone. So great speakers are those who has high level of self-efficacy. This is related to the Kim and Lorschach statement, that students who have high self-efficacy in their performance better than those with low self-efficacy⁴. Speaking is one of human activity. As noted Greene that language is a psychological activity. Therefore, self-efficacy in language learning should be a concern so that language learning can succeed maximally. In this connection Raoofi, argued self-efficacy is a strong predictor of performance in different language skills and tasks. With self-efficacy student are motivated to choose activities, set goals, strive, and have persistence in every activity or tenacious and diligent so that student is able to use the Indonesian language in various contexts.

Researcher have searched the data related with self-efficacy especially where the research subjects are located. And in related research recently conducted by Eka Sepritawati, in the same place, it is proven that there is a very close relationship between self-efficacy and students'

⁴ Kim, J.- A., & Lorschach, A. W. (2005). "Writing Self-Efficacy in Young Children: Issues for the Early Grades Environment. *Learning Environment Research*. 8(2), 157-175. <https://doi.org/10.1007/s10984-005-7248-5>

speaking ability.⁵ It was also found that students' self-efficacy in speaking English in the English Tadris study program area of IAIN Curup had a high score. She is focus with the corelation between self-efficacy and students speaking skill and the result are there was 15 students obtained moderate self-efficacy and has percentage 31,25%, there was 30 students obtained high score and has the percentage 62,50%, and there was 3 students obtained very high score in self-efficacy and has percentage 6,25%. As the result, the student's speaking competence will be improved as the higher level of their self-efficacy.

The researcher also conducted pre-observation with students in 2-4th semesters during the academic year 2022/2023 TBI IAIN Curup area. The researcher already give short explanation related with self-efficacy and the correlation with speaking skill, the subject understand that self-efficacy is very important and very influential on self-confidence when they speaking in public. And interestingly they say self-efficacy is generated by the role of a lecturer and their personal awareness. According to them, lecturers who have good speaking ability are a sign that they have good self-efficacy and can influence their students to further improve their speaking skills. And students in TBI's area had no trouble finding lecturers as a good role model and have great teaching technique when they teaching in speaking class.

⁵ Sepritawati Eka : *“Students’ Self-Efficacy And Their English Speaking Skills”*
(A Correlational Study at English Tadris Program of IAIN Curup)

The students at TBI think that self-efficacy is very important. Because by having high level of self-efficacy, they are not only more confident but can measure their level of ability especially in speaking. And most importantly, students view lecturers as having a very functional role to increase students self-efficacy. So that lecturers are expected to have great teaching techniques so that students' in self-efficacy can be felt significantly. This topic need to be researched because this kind of research can provide a lot of detail informations. So, researching this topic will help the other lecturers' and students to know much more informations and get more knowledges about technique of teaching speaking and the importance of students' self-efficacy.

Because the most recent research's findings support this, it makes reasonable that researchers are looking at the factors that lead to strong self-efficacy in TBI IAIN Curup. It turned out that the facts were discovered after evaluating the data collected, it cannot be separated from the influence of the lecturers' in increasing students' self-efficacy to improve their speaking skills. According to Bandura, students' self-efficacy can be increased by providing encouragement, support, and direction. Efforts made by lecturers are very good at increasing student self-efficacy by internalizing and developing student self-efficacy in an integrated manner in learning.⁶ Bandura's social cognitive theory states that individuals' self-

⁶ Lisnawati, Yuniawati : *Student's Self-Efficacy in Speaking Learning*. Tasikmalaya : 2018

efficacy beliefs influence their motivation and behavior. In research conducted by Jumatul Hidayah and Sarwo Edy, it was stated that students' willingness to actively participate in speaking classes was influenced by support from lecturers.⁷ Therefore, teaching techniques that promote self-efficacy beliefs can be effective in improving students' engagement and achievement in language learning.⁸ The findings suggest that teaching techniques that emphasize active engagement in speaking activities, reflection on the learning process, and specific feedback can increase student self-efficacy in speaking. These techniques can help students develop the confidence and skills needed to engage in speaking activities and improve their speaking performance.

The self-efficacy level of TBI IAIN Curup students was found to be quite high in a recent study by Eka Sepritawati. As previously explained, a teacher plays an important role in increasing the self-efficacy of his students, so this means something that has been applied in learning, namely the teaching techniques used. In other words, when this technique is used self-efficacy can increase. And, while observing relevant lectures, this idea is backed by facts in the field. They both stated that the techniques they utilize are implementative in teaching and have been shown to boost students' self-efficacy in speaking skills.

⁷ Ramli, K., Hidayah, J., Edy, S., & Esmianti, F. (2021). Factors of Students' Willingness and Unwillingness to Speak English in the Classroom. *Journal of English Education and Teaching*, 5(1), 95–109. <https://doi.org/10.33369/jeet.5.1.95-109>

⁸ Bandura, A. (1997). *Self-efficacy: The exercise of control*. W.H. Freeman and Company

To uncover the facts about what happens at TBI, the researchers conducted direct interviews with the lecturers involved and students, as well as firsthand observations through classroom recordings and personal experiences. Early observations revealed that lecturers' attempts to promote student self-efficacy might be achieved through the teaching techniques they utilized. Communication activities such as pair and group work, interactive games, real-life topics, and authentic material are also employed. These strategies are thought to boost self-efficacy by addressing four major factors: active mastery experience, social modeling, social persuasion, and physical emotional state. That is what convinced the author that self-efficacy and the lecturer's instructional strategies will have a significant impact on students' speaking ability.

Phenomenon that I found in this research is the challenge faced by English language learners in developing their speaking skills. Speaking is considered as one of the most challenging language skills to develop because it involves not only the ability to produce accurate grammatical structures but also to communicate effectively and confidently in real-life situations. In addition, some learners may lack confidence in their speaking abilities, which can hinder their progress in learning the language.

Furthermore, it is the role of the lecturers to design and implement effective teaching techniques to help students overcome these challenges and develop their speaking skills. Lecturers must not only focus on teaching the language itself but also on creating a supportive and encouraging

learning environment to increase students' self-efficacy. This can be achieved by implementing various teaching techniques that I already found in previous preliminary observation, teaching techniques that lecturers believe can increase self-efficacy such as communicative activities that include pair works and group works, interactive games, solving dilemmas, and authentic materials.

To improve this research, researchers will also investigate how student opinion to the lecturers' technique for encourage self-efficacy. Students' opinion are important in the learning and teaching process. As Horwitz points out, teachers need to know what their students think about language acquisition in order to help them develop more successful learning practices.⁹ This is due to the fact that significant disappointment induced by a mismatch between students' expectations of language learning and the realities they face in the classroom can stymie language development. To reduce the gap and optimize the impact of education, teachers must investigate their students' perspectives and expectations. Opinion is formed as a result of an individual's feelings and thoughts.¹⁰ Students' experiences might give insight into the techniques used by lecturers. Is it true that they may develop their self-efficacy in speaking class.

⁹ Park, H.S. 2010. *Teachers' and Learners' Preferences for Error Correction*. Unpublished Paper of California State University. Retrieved from csus- dspace.calstate.edu.

¹⁰ English Major Students' Opinion Toward Watching Movie in Listening and Speaking Skill Development. *Advances in Social Science Research Journal*

From the phenomenon of lecturers' technique that occurred in the 2nd and 4th semester of the English *Tadris* Study Program IAIN Curup as well as several previous studies, this study aims to show or examine the teaching technique of lecturers in increasing student self-efficacy and finally this research proposal is titled **“Lecturers’ Teaching Technique To Increase Students’ Self-Efficacy In Speaking Class”**. This study is beneficial because it contributes to providing an informative resource for lecturers, students, and another researcher to get more information and knowledge about self-efficacy and how lecturers' technique to improve it.

The reasons why the researcher should choose this research are, firstly there is strong theoretical support for the role of teaching techniques in enhancing self-efficacy beliefs among learners. As the researcher mentioned earlier, Bandura's social cognitive theory suggests that individuals develop their beliefs about their capabilities through their experiences, and the techniques used by lecturers can have a significant impact on these experiences.

Secondly, investigating the role of lecturer's teaching techniques in increasing students' self-efficacy in speaking class can contribute to a broader understanding of language teaching and learning. Research in this area can help inform the development of teaching techniques that support students' language learning needs, including the development of materials and resources that can foster learners' self-efficacy. When teachers utilize

techniques that promote a sense of competence and mastery, learners may develop higher self-efficacy beliefs.

Overall, studying the relationship between lecturer's teaching techniques and students' self-efficacy can have practical implications for language learning and teaching. It can help improve language learners' outcomes and provide insights into effective instructional practices for language educators.

B. Research Questions

Based on the phenomena above, the researcher can state the problems of the study, the problems formulated as follow:

1. How the techniques were implemented to increase Students' Self-Efficacy In Speaking Class at TBI IAIN Curup area?
2. What is the student's opinion about the techniques used by the lecturers to increasing students' self-efficacy In Speaking Class at TBI IAIN Curup area?

C. Objectives of the Study

Based on the research question, there are the objectives of the research:

1. Describe the lecturers' techniques implemented to increase Students' Self-Efficacy In Speaking Class at TBI IAIN Curup area.
2. Investigate student's opinion of the techniques used by the lecturers to increasing students' self-efficacy In Speaking Class at TBI IAIN Curup area.

D. Significances of the study

The significant of this research are as follow:

1. Researcher

The result of this research is intended to enrich the reference for other researchers who are interest in the research of lecturers' technique to increase students self-efficacy in speaking class and to find out more information, more knowledge about teaching speaking and the importance of student self-efficacy.

2. Lecturers/Teachers

The results of this study are expected to help the community especially lecturers or teachers to understand the technique that are carried out by teachers' or lecturers' to help students increase the level of self-efficacy in speaking classes. This study is needed to add insight and make their speaking class more interesting and efficient.

3. Reader

The result of this research hopefully give reader more knowledge about lecturers' or teachers' technique used to increase students self-efficacy in speaking class.

E. Delimitation of the Study

The scope of this study is following :

1. The subject of the research is limit to two subjects the speaking lecturers, lecturer A and lecturer B and the

students in 2-4th semesters during the academic year 2022/2023 at TBI IAIN Curup.

2. The research object only focuses on the techniques used by lecturers to increase students' self-efficacy in speaking classes at TBI IAIN Curup including communication activities, namely pair and group work, interactive games, real-life topics, and authentic material.

F. Definition of The Key Terms

1. Lecturer Teaching Technique

As Brown and Lee explain, lecturer teaching techniques are the practical means that lecturers employ to implement their chosen teaching method or approach and to create learning opportunities for their students.¹¹ The goal of lecturer teaching techniques is to create an environment that is conducive to learning, and to help students develop the skills and knowledge they need to succeed in their academic pursuits.

2. Self-efficacy

Self-efficacy, based on Bandura's cognitive theory, refers to an individual's belief in their ability to perform a particular task or behavior. It is the extent to which an individual believes they can successfully execute a course of action to achieve a desired outcome,

¹¹ Brown, H. D., & Lee, H. (2015). *Teaching by principles: An interactive approach to language pedagogy*. Pearson.

even in the face of obstacles or difficulties.¹² People who are boosted and believe that they are able to do tasks given will try harder and never give up on finishing the task. Meanwhile, Self-efficacy in speaking learning is the student's belief in his ability to complete tasks in speaking class so that he can achieve the intended learning goals, namely being able to speak according to the criteria.

G. Thesis Organization

This chapter provides the organization from chapters one to chapter five. Chapter I is an introduction consisting of the background of the research, research questions, research objectives, limitations of the research, the importance of research and definitions of key terms. Chapter II deals with a review of the related literature. This chapter provides an overview of related theories and an overview of related studies. Chapter III is the research methodology. This chapter contains the types of research, research subjects, data collection techniques, research instruments and data analysis techniques. Chapter IV includes finding and discussion and the last is chapter V. This chapter talks about conclusion and suggestion.

¹² *Op. cit.*

CHAPTER II

LITERATURE REVIEW

A. Review of Related Theories

1. Self-Efficacy

a. Definition of self-efficacy

Self-efficacy, based on Bandura's cognitive theory, refers to an individual's belief in their ability to perform a particular task or behavior. It is the extent to which an individual believes they can successfully execute a course of action to achieve a desired outcome, even in the face of obstacles or difficulties.¹³ People who are boosted and believe that they are able to do tasks given will try harder and never give up on finishing the task. Schunk defines self-efficacy as referring to a personal assessment of one's ability to perform in a particular domain of activity. Meanwhile, Self-efficacy in speaking learning is the student's belief in his ability to complete tasks in speaking learning so that he can achieve the intended learning goals, namely being able to speak according to the criteria.¹⁴

Schunk also argues that self-efficacy refers to a person's perception of his ability to produce action. Expectations on results are beliefs about the results that will be obtained from the action. Ormrod explains that self-efficacy is the belief that a person is able to perform certain behaviors or

¹³ *Op. Cit.*

¹⁴ Bandura in Mastur: Thesis, "*The Relationship Between Students' Self-Efficacy and Their Speaking Ability*", (Banda Aceh, 2016)

achieve certain goals.¹⁵ So it can be concluded that people with high self-efficacy have strong beliefs in themselves and able to measure their abilities and also, have strong competitiveness for achievement.

Self-efficacy is a term from cognitive psychology that describes a person's confidence in their ability to carry out a behavior. This belief affects how confidently, assiduously, and persistently they pursue behavioral change. The self-efficacy theory is used to explain how wearables encourage users to comply with their behavior. The following stage is to determine whether the setting affects behavioral compliance.

b. Clasification of self-efficacy

According to Bandura, self-efficacy divided two types namely high self-efficacy and low self-efficacy.

1) High self-efficacy

Bandura stated that individual who has high self-efficacy will reach better performance because, this individual has strong motivation, explicit objective, stable emotion and their ability to give a performance for activity or attitude successfully. A person with high self-efficacy will attribute failure to external factors.

High self-efficacy is able to make individual can do a task even though, it is very difficult. They will solve some problems with

¹⁵ J.E. Ormrod, Psikologi Pendidikan: *Membantu Siswa Tumbuh dan Berkembang*, (Translated by Amitya Kumara). Jakarta: Penerbit Erlangga, 2009.

their ability of real action. Individual will show a better performance when he/she finishes some works. Individual who has high self-efficacy always think positively. In solving the problems, individuals believe on their ability that they can do anything. Besides, they will increase their effort to complete a specific task. High self-efficacy can help individual to find their motivation when they got failed. Individual will show the best performance in variety tasks. High self-efficacy effect cognitive individual to organize the mind. An individual think that a good effort will effect our performance. Thus, when individual face up some difficult task so they consider that it can be done successfully.

In conclusion, researcher concluded that characteristic of high self-efficacy consists of three characteristics. Those are individuals always believe on their ability, An individual has a great responsibility to specific task, problem, with new situation, and individuals always make a better effort for their actions.

2) Low self-efficacy

Bandura stated that individual's with low self-efficacy is considered as threat for them. They had low aspiration and commitment to gain their goal. Besides that, individu who have low self-efficacy do not think about a good way to face difficult task. Low self-efficacy will reduce individual motivation to do task well. They are lazy to make effort in completing their task. Low self-

efficacy gives bad impact for individual success. Besides, they considers that their ability to do something will be useless. Individual is always think negatively. When individual is given task so they are directly afraid to face the task. Thus, result of their performance will give evidence that they are failed this case should support individual motivated but, they are only get failure.

In summary, researcher sum up that there are some characteristic of low self-efficacy. Those are individuals slow respon when individu got failure, individu is always to avoid the problem and they have enough effort for their performance.

Improvement in students' self-efficacy in speaking English can have several positive effects. Before self-efficacy in speaking English:

- a) Lack of confidence: Students may lack confidence in their ability to speak English fluently and effectively.
- b) Fear of making mistakes: Students may be afraid of making mistakes or being judged by others when speaking English.
- c) Limited participation: Students may hesitate to participate actively in speaking activities or discussions.
- d) Low motivation: Students may have low motivation to improve their speaking skills due to their perceived lack of ability.

The indicator after students has self-efficacy in speaking English¹⁶:

- a) Increased confidence: Students' self-efficacy in speaking English can lead to increased confidence in their abilities to learn and perform speaking tasks at expected levels.
- b) Reduced fear of making mistakes: With higher self-efficacy, students may feel more comfortable taking risks and making mistakes while speaking English, as they believe in their ability to improve
- c) Active participation: Students with improved self-efficacy are more likely to actively participate in speaking activities and discussions, leading to more practice and opportunities to develop their speaking skills.
- d) Higher motivation: Increased self-efficacy can enhance students' motivation to improve their speaking skills, as they believe in their ability to succeed
- e) Improved performance: Higher self-efficacy in speaking English has been shown to be a powerful predictor of performance
- f) Students with improved self-efficacy are more likely to demonstrate better speaking skills and proficiency

¹⁶ Siboro, Setiyawan : *Exploring The Level Of Students' Self-Efficacy In Speaking Class*, STKIP Pamane Talino, Indonesia : 2022

c. Source of self-efficacy

Bandura stated that self-efficacy beliefs are developed by four principal sources of information. Those four factors which effect someones' self-efficacy are Enactive Mastery Experiences, Vicarious Experience, Social Persuasion and Physical Emotional States.

1) Mastery experience

Performance achievements that have been achieved or authentic experience is the most influential source of self efficacy. Success in the past can increase self efficacy, while failure will decrease self efficacy. Therefore, increasing self efficacy can be obtained by overcoming the fear of failure.

2) Vicarious experience

Much hope comes from the experience of others by convincing themselves that if others can do it, they must be able to achieve it at least for performance improvement. This source of self efficacy is a weaker source than the experience itself.

Vicarious experiences provided by friends or social figures that people perceive to be similarly competent and intellectual to themselves can also have an impact on people's self-efficacy. They may come to feel that they can do the same things if they observe others who resemble them being successful at doing so. An individual can learn about their own talents by evaluating how they

stack up against their peers. Peer modeling has a substantial effect on students' personal efficacy as a result.

3) Verbal persuasion or social persuasion

In an effort to influence human behavior, verbal persuasion is more widely used because it is easy to do. Negative statements about a person's competence in a particular area are very bad for those who have lost confidence. Additionally, social influence or verbal assessments of someone's aptitude for a task by others can lead to the development of efficacy beliefs in a person. Bandura argues that it is simpler to maintain a sense of effectiveness, especially while facing issues, if important individuals exhibit trust in one's ability rather than if they transmit concerns, even when social persuasion alone may not lead to large advances in efficacy perception.

4) Physical and Emotional States

Physiological and emotional conduits affect self efficacy. Physical state that does not support such as fatigue or illness is a factor that can cause a person not to do the task or perform activities. High emotions, such as anxiety, fear can bring pressure to weaken self efficacy.

The following are indicators of students who have high self-efficacy based on research by Albert Bandura.

Table 2.1
Indicators of Students with High Level of
Self-efficacy in Speaking Class¹⁷

Source of Self-Efficacy	Indicators of High Self-Efficacy
Mastery experiences	Students demonstrate a willingness to take on new speaking tasks and challenges, and have a history of success in completing them. They have a sense of control over their own learning and feel capable of improving their speaking skills.
Vicarious experiences	Students are able to observe and learn from the successful speaking experiences of others, and are able to model their own speaking behavior after these examples. They are able to identify with successful speakers and feel that they too can achieve similar success.
Verbal persuasion	Students receive positive feedback and constructive criticism from others, and are able to use this feedback to improve their own speaking skills. They are able to recognize and appreciate the strengths in their speaking abilities, and are motivated to continue improving.
Physical Emotional States	Students can demonstrating calmness, maintaining a positive mindset, effectively regulating emotions, exuding confidence, and displaying resilience and persistence.

2. Speaking Skill

a. Definition of Speaking

Brown stated that speaking is an interactive process of constructing meaning that involves producing and receiving and processing information. Communication will not be running well without speaking. Speaking is an process to guide individual's ability in communication. Besides that,

¹⁷ *Op. Cit.*

speaking involves producing, receiving, and processing process in gathering the information. Thus, speaking is one of ability that has interesting process in constructing the meaning of information Byrne, argued that speaking is an oral communication process between speaker and listener and involve the productive skill of speaking and receptive skill of listening with understanding.¹⁸ Beside that, Brown revealed that speaking is one of modes or manners in which language is used much of language teaching energy is devoted to instruction in mastering English conversation. Among the all language skill, speaking is considered as the most important ability.

Hornby stated that speaking is making use words in an ordinary voice, uttering words, knowing and being able to use language, expressing oneself in words, making speech. Meanwhile, skill is the ability to do something well. Therefore, researcher could infer that speaking ability can make use of words or a language to express oneself in an ordinary voice. In short, speaking is the ability to perform the linguistics knowledge in actual communication. The ability functions are to express our ideas, feeling, thoughts, and need orally.¹⁹

The researcher concluded that speaking is a way to bring message from one person to other in order to interact with them such as giving information, asking and answer the question, conveying that statement, expressing their feeling or idea. Moreover, it is not only can produce by

¹⁸ Byrne, D. 1986. *Teaching Oral English*. England: Longman.

¹⁹ Hornby, A.S. 1995. *Oxford Advanced Learner's Dictionary of Current Language*. Oxford: Oxford University Press.

sound but also by gesture. Communication does not be running well without speaking.

b. Self-efficacy in Speaking

Based on previous research by Eka Sepritawati, at TBI IAIN Curup area about the correlation between students self-efficacy and their speaking skill, there is significant correlation between students' self-efficacy and their english speaking skill in moderate interpretation score. Also according to Pajares, one of the most essential aspects influencing individuals' ability to speak English is their confidence in their own abilities. Then self-efficacy is "the belief in one's ability to organize and execute the course of action necessary to manage upcoming events". Because Thus, students' beliefs about their ability to speak might either promote or discourage them from speaking English in front of others in the classroom.²⁰ As a result, the association between self-efficacy and speaking competence is evident, and students' self-efficacy appears to have a significant impact on their speaking abilities. When students have high self-efficacy in speaking, they are more likely to engage in speaking activities, take risks, and persist in the face of difficulties.

According to Hamouda, the correlation between self-efficacy and speaking skill is definite, because there are several factors that make students feel reluctant to speak English as a foreign language, including anxiety, lack

²⁰ Frank Pajares, "Self-Efficacy...", p. 566.

of interest in English class, shame, low confidence, and confidence in their speaking skills.²¹ When attempting to engage with others, some people, particularly students, find it challenging to utilize English. They still appear skeptical while interacting with their friends and professors in English, but most learners appear quiet and are unwilling to speak English in class. As a result, kids must not only be motivated to study but also have confidence in carrying out these activities and tasks. In conclusion Self-efficacy in speaking learning is the student's belief in his ability to complete tasks in speaking class so that he can achieve the intended learning goals, namely being able to speak according to the criteria.

3. Teaching Speaking Techniques

a. Definition of lecturers teching techniques

Teaching techniques are techniques used by English teachers in teaching their students to speak English during the process of teaching and learning in the classroom.²² So that teachers with good application of techniques will be able to improve the quality of their students in the classroom. According to the search results, teaching technique is a specific procedure or skill used for completing a particular task, Brown defines teaching method as the process of imparting knowledge, skills, and attitudes to learners. He also

²¹ Arafat Hamouda, "An Exploration of Causes of Saudi Students' Reluctance to Participate in the English Language Classroom", International Journal of English Language Education

²² Noviyenty, Leffy (2018) *Strategies in Learning and Techniques in Teaching English Speaking*. ENGLISH FRANCA : Academic Journal of English Language and Education

explains that technique is the specific activities manifested in the classroom that are consistent with a method and, therefore, are in harmony with an approach.²³ Teaching techniques are used for routine tasks and are more specific than teaching methods and strategies.

Factor which influences the students' ability in learning to speak English is teachers' techniques in teaching students to speak English. A professional English teacher should consider appropriate strategies in teaching speaking. He must recognize his students' strategies and help them to develop their strength in order to improve his students' oral production. It requires not only the ability to create a warm and humanistic classroom atmosphere, but also provides opportunities for his students to speak or take part in class interaction.²⁴

Effective teaching of speaking involves providing learners with opportunities to practice and develop their speaking skills in a variety of contexts, using authentic materials and tasks that are relevant and meaningful to them. The goal is to help learners become confident and competent speakers of the target language, able to communicate effectively in a range of situations and for different purposes. Teachers play a crucial role in guiding and supporting learners in this process, providing feedback, correction, and guidance as needed.

²³ Brown, H. D. (2007). *Teaching by principles: An interactive approach to language pedagogy*. Pearson Education.

²⁴ *Ibid*

According to Bandura, improving self-efficacy could be done by providing students with motivational support and guidance. This implies teacher's pivotal role in inculcating positive self-perceptions of efficacy.²⁵ A teacher is the only person who can make a classroom vibrant by teaching energetically. It is the only job of a teacher or lecturer to deliver instruction to their students and make the teaching-learning process effective.

According to experts in the field, there are several effective strategies that teachers can use to enhance their students' speaking skills. One strategy is to provide students with ample opportunities for speaking practice in a supportive and interactive classroom environment²⁶. Another strategy is to incorporate real-life topics and authentic materials into speaking tasks, which can help students develop their speaking skills in a more meaningful and engaging way.²⁷

In addition, experts suggest that communicative activities, such as role plays and group discussions, are effective in promoting speaking proficiency.²⁸ These activities allow learners to practice their speaking skills in a meaningful and authentic way, while also providing opportunities for interaction and collaboration with classmates. Interactive games can also be a useful tool for teaching speaking skills, as they can make speaking tasks

²⁵ Bandura, A. 1986. *Social Foundations of Thought and Action: A Social Cognitive Theory*. Englewood Cliffs, NJ: Prentice Hall

²⁶ Brown, H. D. (2007). *Principles of language learning and teaching*. Pearson Education

²⁷ Ur, P. (1999). *A course in language teaching: Practice and theory*. Cambridge University Press.

²⁸ Richards, J. C., & Rodgers, T. S. (2014). *Approaches and methods in language teaching*. Cambridge University Press.

more enjoyable and engaging for learners.²⁹ It is also important for teachers to consider learners' self-efficacy when teaching speaking skills. Self-efficacy refers to learners' beliefs in their ability to successfully perform a task, and research suggests that learners with higher levels of self-efficacy are more likely to engage in speaking activities and perform better in speaking tasks. Therefore, teachers should provide learners with positive feedback and opportunities for success in speaking tasks, in order to enhance their self-efficacy and motivation to learn.

A lecturer plays an important role in increasing the self-efficacy of their students, so this means something that has been applied in learning, namely the teaching techniques used. In other words, when this technique is used self-efficacy can increase. This is the same as the facts in the field when making observations with related lecturers. Where both of them said, that the things that are implementative in teaching and are proven to be able to increase students' self-efficacy in speaking skills according to them are the techniques they use.

Harmer states that a lecturer will want to promote as much English use as possible. So he/she will try and insist on the use of English in learning and oral production activities, but be more relaxed about it in order pedagogic situations, though he/she will encourage students to use it as

²⁹ Thornbury, S. (2005). *How to teach speaking*. Pearson Education.

possible.³⁰ The results of pre-observations made by the writer also prove that students agree, lecturers who have good speaking ability and great teaching techniques can increase their self-confidence, so that they are able to measure their speaking skills specifically and believe that the ability to speak good in English can only be achieved if they really give the best efforts not just by luck.

According to Schunk, Teacher or lecturer with various feedbacks can have a significant effect on learners' perceptions of their efforts. For example, "You can do it" or "You cannot", but the style and content of the feedback should really be noted in order to have a positive impact on the learner's self-efficacy.³¹ So that researchers believe that the technique given by lecturers in increasing self-efficacy will have an impact on students. Therefore, it is important for researchers to know what techniques are used by lecturers in this regard.

b. The use of lecturer teaching technique to increase students self-efficacy in speaking class

Bandura's social cognitive theory states that individuals' self-efficacy beliefs influence their motivation and behavior. Therefore, teaching techniques that promote self-efficacy beliefs can be effective in improving

³⁰ Harmers, John. 1998. *The Practice of English Language Teaching*. London: Longman

³¹ D.H. Schunk, *Learning Theories an Educational Perpesctive*. Teori-teori Pembelajaran: Perspektif Pendidikan (Translate by Eva Hamdiah dan Rahmat Fajar). Yogyakarta: Pustaka Pelajar, 2012

students' engagement and achievement in language learning.³² The findings suggest that teaching techniques that emphasize active engagement in speaking activities, reflection on the learning process, and specific feedback can increase student self-efficacy in speaking. These techniques can help students develop the confidence and skills needed to engage in speaking activities and improve their speaking performance.

Based on that finding and the results of preliminary observations that are in accordance with the limitations of this study, there are four techniques used by lecturers when teaching speaking to increasing students self-efficacy at TBI IAIN Curup, namely communicative activities, namely pair and group work, interactive games, real-life topics, and authentic material.

1. Communicative Activities

Communicative activities refer to language learning activities that emphasize communication and interaction between learners, rather than simply memorizing vocabulary or grammar rules. Teaching speaking in the classroom is always expected to result in communicative activities that provide an opportunity for a personal relationship to develop both among learners and between learners and lecturer. Communicative activities or we called it a conversation. Conversation is one of the things students are doing with their lives.

³² Bandura, A. (1997). *Self-efficacy: The exercise of control*. W.H. Freeman and Company

The relationship creates a situation that brings learners to be involved, supporting their efforts marked with activating oral ability to communicate ideas of what the topic is being discussed.³³

Pair works and group works are two types of communicative activities that involve students working together to complete tasks, practice their language skills, and provide feedback to each other.

a) Pair Work

Pair-work is one of the interaction patterns used in the modern languages classroom, such as English as a second language (ESL) or English as a foreign language (EFL).

Pair work is defined as a language learning technique in which two students work together to complete a task, practice their language skills, and provide feedback to each other. Pair work allows students to practice their speaking skills in a more relaxed and supportive environment, which can help to improve their self-efficacy in speaking English.³⁴ The use of pair work as a teaching technique can increase students' self-efficacy in speaking skills by providing the following indicators:

³³ Gusmuliana, Paidi and Apriani, Eka and Syafryadin, Syafryadin (2021) *Improving Students Speaking Motivation by Using Role Play Technique at Institute Islamic in Indonesia*

³⁴ Wu, Y., & Guo, Y. (2015). *A study on the influence of pair work on the self-efficacy of English speaking of non-English majors*. *Theory and Practice in Language Studies*, 5(2), 393-398.

- a) Reduced anxiety: Pair work activities can reduce anxiety and make students feel more comfortable speaking in English. When students work in pairs, they may feel less pressure and more willing to take risks and practice their speaking skills.
- b) Increased feedback: Pair work activities provide students with immediate feedback on their speaking performance, which can help them identify areas for improvement and build their confidence.
- c) Enhanced motivation: Pair work activities can enhance students' motivation to learn and practice their speaking skills. When students work in pairs, they may feel more engaged and invested in the learning process.

Therefore, pair work is an effective technique that can be used to increase students' self-efficacy in speaking skills.

d) Group Work

Group work is defined as a cooperative learning technique in which students work together in small groups to complete a task or solve a problem. Group work provides students with opportunities to practice their speaking skills,

receive feedback, and collaborate with their peers. Group work is seen as an effective teaching technique to improve students' self-efficacy in speaking skills.³⁵ Students can make substantial progress in increasing their speaking correctness, which includes vocabulary, pronunciation, and grammar through group work exercises such as think-pair-share, snowball groups, and jigsaw techniques.

The use of group work as a teaching technique can increase students' self-efficacy in speaking skills by providing the following indicators:

- a) Enhanced collaboration: Group work activities can enhance students' collaboration skills, which can be beneficial for improving speaking skills. By working in groups, students can practice speaking with others, negotiate meaning, and develop a better understanding of different perspectives.
- b) Increased feedback: Group work activities provide students with immediate feedback on their speaking performance, which can help them identify areas for improvement and build their confidence. Students can give feedback to each other, which can be valuable for improving speaking skills.

³⁵ Handayani, E. (2021). The effectiveness of group work in improving students' self-efficacy in speaking skill. *Journal of English Language and Pedagogy*, 3(1), 9-18.

- c) Improved fluency: Group work activities can provide students with ample opportunities to practice their speaking skills. Through regular practice, students can improve their fluency and develop a more natural and fluent speaking style.
- d) Enhanced motivation: Group work activities can enhance students' motivation to learn and practice their speaking skills. When students work in groups, they may feel more engaged and invested in the learning process.

2. Interactive Games

Interactive games refer to activities or exercises that involve active participation and engagement from students in a fun and stimulating environment. These games are designed to promote learning and skill development in a non-threatening and enjoyable way, which can help to increase student motivation and engagement.

One example of a study that investigated the effectiveness of interactive games in improving student self-efficacy in speaking skills is the research conducted by Yang and Chiou. The study found that interactive games can be an effective tool for increasing student self-

efficacy in speaking skills, as they provide opportunities for students to practice speaking in a supportive and engaging environment.³⁶

According to the study by Yang and Chiou, interactive games can increase students' self-efficacy in speaking skills by providing the following indicators:

- a) Increased motivation: Interactive games can motivate students to practice their speaking skills as they are engaged in a fun and stimulating activity. This can increase their confidence in their abilities and encourage them to participate in speaking activities more often.
- b) Improved fluency: Interactive games can help students to develop their fluency by providing opportunities to speak in a relaxed and informal environment. As students become more comfortable with speaking, they may become more fluent and confident in their abilities.
- c) Immediate feedback: Interactive games provide immediate feedback to students, which can help them to identify areas for improvement and build their confidence. Feedback can also be used to reinforce positive behaviors and encourage students to continue to practice their speaking skills.

³⁶ Yang, C. C., & Chiou, G. F. (2018). The Effects of an Interactive Game-Based Learning System on Student Self-Efficacy and Learning Achievement in Speech Class. *Educational Technology & Society*, 21(4), 1–14.

d) Increased collaboration: Interactive games often require students to work in groups or pairs, which can help to improve their collaboration skills. As students learn to work together and provide feedback to each other, they may become more confident in their abilities and more comfortable speaking in front of others.

Overall, interactive games can be an effective technique for increasing student self-efficacy in speaking skills. By providing a fun and engaging learning environment, interactive games can help to motivate students to practice their speaking skills and build their confidence in their abilities.

3. Real-Life Topics (Solving Dilemma)

The dilemma technique in speaking refers to a teaching method where students are presented with a problem or scenario that requires them to express their opinions, argue their viewpoints, and defend their positions. This technique is designed to enhance critical thinking skills, develop speaking confidence, and increase self-efficacy in speaking.

A previous study that investigated the effectiveness of the dilemma technique in improving student self-efficacy in speaking skills is the research conducted by Arina and Ciptaningrum. The study found that the dilemma technique can be an effective tool for increasing student self-efficacy in speaking skills, as it provides opportunities for

students to engage in meaningful and authentic communication and express their opinions in a supportive and collaborative environment.³⁷

The dilemma technique have several indicators that contribute to an increase in students' self-efficacy in speaking skills. These indicators include:

- a) Increased confidence: Through the dilemma technique, students are encouraged to express their opinions and defend their viewpoints. This helps them develop confidence in their ability to speak and communicate effectively.
- b) Improved critical thinking skills: The dilemma technique requires students to analyze the problem or scenario presented and develop a well-reasoned argument to support their position. This helps to improve their critical thinking skills, which are essential for effective communication.
- c) Enhanced communication skills: By engaging in meaningful and authentic communication through the dilemma technique, students can improve their speaking and listening skills. This can help them become more effective communicators in a variety of contexts.

³⁷ Arina, Y. A., & Ciptaningrum, D. (2017). *The Implementation of Dilemma Technique in Teaching Speaking to Enhance Students' Speaking Self-Efficacy*. *Journal of English Language Teaching and Linguistics*, 2(2), 211-221.

Overall, the dilemma technique can be an effective tool for increasing students' self-efficacy in speaking skills by improving their confidence, critical thinking, and communication abilities.

4. Authentic Material

Authentic material refers to real-world materials that are not specifically created for language learning purposes, such as newspapers, magazines, TV shows, and social media posts. Authentic material can be used as a speaking teaching technique to increase student self-efficacy in several ways.³⁸

Firstly, using authentic material can provide students with exposure to real-life language use, which can increase their confidence in using the language in authentic situations. Authentic material can also help students develop their critical thinking and problem-solving skills as they interact with challenging and engaging materials.

Additionally, authentic material can help students connect language learning to their personal interests and experiences, making the learning experience more meaningful and motivating for them. This can contribute to a sense of self-efficacy in their language learning as they feel more in control of their progress and ability to use the language effectively.

³⁸ *Op Cit.* Brown, H. D. (2007)

The indicators of using authentic material as a speaking teaching technique to increase student self-efficacy include:

- a) Confidence in using the language in authentic situations: As students engage with authentic material and develop their ability to understand and use real-life language, they may feel more confident and comfortable using the language in real-world situations.
- b) Improved critical thinking and problem-solving skills: As students interact with challenging and engaging authentic material, they can develop their ability to analyze and interpret language in context, leading to improved critical thinking and problem-solving skills.
- c) Increased motivation and engagement: Authentic material can help students connect language learning to their personal interests and experiences, making the learning experience more meaningful and motivating for them. This can contribute to a sense of self-efficacy in their language learning as they feel more in control of their progress and ability to use the language effectively.

Overall, the use of authentic material as a speaking teaching technique can be an effective way to increase student self-efficacy in speaking skills by providing exposure to real-life language use,

developing critical thinking and problem-solving skills, and making the learning experience more meaningful and motivating.

Table 2.2
Lecturers Technique to Increase Student
Self efficacy In speaking Learning

No	Name of techniques	Description	Indicators
1	Communicative Activities (Pair Works & Group Works)	Communicative activities refer to language learning activities that emphasize communication and interaction between learners, rather than simply memorizing vocabulary or grammar rules. Pair works and group works are two types of communicative activities that involve students working together to complete tasks, practice their language skills, and provide feedback to each other.	<ul style="list-style-type: none"> • Students believe in their ability to use English effectively and can solve problem in real-life conversations. • Students believe in their capability to address challenges in public speaking situations while talking in front of their pair friends. • Students motivated and empowered to actively participate and excel in speaking tasks while works together with their team. • Students have the belief and competence to speak fluently and accurately. • Students possess the belief and skills to articulate words and intonation effectively and increased their ability by social persuasion from their fellas. • Students capable of understanding and adapting to diverse cultural communication nuances.
2	Interactive	Speaking activities that involve students	<ul style="list-style-type: none"> • Students have faith in their ability to speak English well

	Games	<p>playing games, solving puzzles, or engaging in other interactive activities. These activities can be motivating and engaging for students, and can provide a fun and relaxed environment for practicing speaking skills</p>	<p>and overcome any speaking challenges that come in their way.</p> <ul style="list-style-type: none"> • Students sure they can improve their language skills and confidently handle any speaking situations while participating in interactive games. • Students believe to take part in speaking tasks with enthusiasm and to find solutions for any difficulties while the teacher teach use interactive games. • Students confident in their speaking fluency and accuracy, and Students can tackle any problems they encounter. • Students certain they can understand grammar and vocabulary well while participating in interactive games.
3	Real Life Topic/Solving Dilemma	<p>A speaking teaching technique that encourages students to brainstorm and solve a problem or dilemma together. This technique can promote critical thinking and problem-solving skills, and can provide an opportunity for students to practice speaking in a more structured way</p>	<ul style="list-style-type: none"> • Students believe in their ability to think critically and solve problems effectively, enhancing their confidence in facing speaking challenges. • Students more confident in speaking English as they tackle real-life topics and dilemmas, boosting their assurance in their language skills. • Students motivated to actively engage in speaking tasks by exploring real-life topics, which strengthens Students belief in their ability to communicate effectively. • Students can understand diverse viewpoints and opinions through real-life

			<p>topics, improving their assurance in handling various conversations.</p> <ul style="list-style-type: none"> • Students believe they can effectively collaborate and work in teams while addressing real-life topics, boosting their speaking competence.
4	Authentic Material	<p>Materials used in speaking activities that reflect real-life situations, such as newspaper articles, videos, or podcasts. These materials can provide students with exposure to authentic language use and cultural contexts, and can help them develop the skills needed for successful communication in the real world</p>	<ul style="list-style-type: none"> • Students can confidently use language in real-life situations, demonstrating their belief in their ability to overcome linguistic challenges. • Students can engage in critical thinking while working with authentic materials, showcasing their capacity to solve intricate communication problems. • Students can actively participate and feel motivated to excel in speaking activities involving authentic materials, illustrating their belief that they can overcome any obstacles. • Students can speak fluently and accurately when using authentic materials, and they believe they can address any language-related difficulties. • Students can understand and adapt to diverse cultural communication nuances through authentic materials, reflecting their belief in their ability to navigate intercultural challenges.

4. Student Opinion

According to Brown, students' opinions on learning English can give teachers with significant insights into students' preferences and requirements during the learning process.³⁹ As a result, student comment is required to determine whether the teaching and learning process, as well as the techniques used by the lecturer, have an effect on student self-efficacy in speaking class. Richards and Schmidt also said if students' opinions may help teachers develop more exciting and relevant learning activities for students, as well as increase student engagement and enthusiasm in the learning process.⁴⁰ From what has been explained by the researcher, it is clear that it is very important to know the opinions of students to determine whether the teaching techniques provided by the lecturer have been effective in this study.

Students' opinions about their lecturer's teaching technique in speaking skill, are referring to their subjective evaluation of the lecturer's approach to teaching and assessing speaking skills.⁴¹ This includes aspects such as the lecturer's ability to create a supportive learning environment, provide effective feedback, and engage students in meaningful speaking activities. Understanding the relationship between students' opinions towards their lecturer's teaching technique and their self-efficacy in speaking skill is crucial for improving language teaching practices and promoting students' language development. As language teachers seek to

³⁹ Brown (2000) "Second Language Acquisition: *Pedagogical Implications*"

⁴⁰ Richards and Schmidt (2010) : "*Longman Dictionary of Language Teaching and Applied Linguistics*"

⁴¹ Awaludin, A., Fitria, L., and Khoiriyah, S. (2020). Students' perceptions on the implementation of English speaking class. *Journal of Language Teaching and Research*, 11(5), 709-717.

enhance their instructional effectiveness, gathering feedback from students about their perceptions of the teaching approach can provide valuable insights into areas for improvement and inform instructional decisions.

In general, Bandura and Pajares states self-efficacy indicators include beliefs about one's ability to execute a particular task, control over outcomes, the level of effort required, the ability to persist in the face of difficulties, and the ability to adapt to changing situations. The indicators of self-efficacy can be used to assess the level of confidence that individuals have in their ability to perform specific tasks, and they can also be used to identify factors that influence self-efficacy beliefs. By understanding the indicators of self-efficacy, researchers and practitioners can develop interventions and strategies to enhance self-efficacy beliefs and improve performance outcomes.

Table 2.3
Indicator for Students Opinion Towards
Teacher Teaching Technique to Increase Students Self-Efficacy⁴²

Interview Topic	Indicator
Lecturer's Teaching Techniques :	<ul style="list-style-type: none"> • Clarity and organization of lesson structure • Use of authentic materials • Use of solving dilemma or real-life topics • Use of pair and group work • Use of interactive games and activities
Student Self-Efficacy	<ul style="list-style-type: none"> • Confidence and comfort level when speaking in English • Perceived improvement in speaking skills and confidence

⁴² Bandura A. and Pajares F "Guide for constructing self-efficacy scales" in Self-Efficacy Beliefs of Adolescents (pp. 307-337).

Students Opinion	<ul style="list-style-type: none"> • Effectiveness of teaching techniques in improving self-efficacy • Overall satisfaction with the teaching techniques • Suggestions for improving teaching techniques
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B. Review of The Related Findings

Previous researchers have conducted studies on self-efficacy and public speaking in the classroom. Among them are:

- 1) Student Self-Efficacy in Learning Speaking and was discovered by Iis Lisnawati et al. The purpose of this study is to provide methods for increasing students' self-efficacy in learning to speak. This study employs a descriptive qualitative method in conjunction with literature review methodologies. And the findings of this study indicate that efforts that lecturers can make to increase student self-efficacy are to internalize and develop student self-efficacy in an integrated manner in learning, both in pre-activities, core activities (preparatory steps, presentations of training steps, speech/presentation steps, and evaluation steps), and post-activity learning from various sources of self-efficacy, namely (1) mastery experience, (2) representative experience, (3) verbal persuasion or social persuasion, and (4) physiological conditions and affective in accordance with the conditions and needs of students.⁴³

⁴³ Lisnawati, Yuniawati, Op. cit. P. 254-256

- 2) The second result, which is very closely connected to this research and serves as background, is the study entitled "Student Self-Efficacy and Their English Speaking Abilities" done by Eka Sepritawati. The purpose of this study is to evaluate whether there is a substantial association between students' self-efficacy and their English speaking skills. The study was carried out at IAIN Curup's English Tadris Program. This study's population consisted of 241 active students enrolled in the English Tadris Study Program at IAIN Curup for the 2020/2021 academic year. Those who discovered a link between self-efficacy and speaking ability and were successful in demonstrating that the degree of self-efficacy at TBI IAIN Curup is high or good.⁴⁴
- 3) The third finding is the study by Kim investigated the effects of a task-based teaching approach on the self-efficacy and speaking performance of Korean university students. The study found that the task-based approach significantly increased students' self-efficacy in speaking and improved their speaking performance. The researcher suggested that this approach allowed students to practice and develop their speaking skills in a supportive environment.⁴⁵
- 4) The research was providing specific feedback can also increase students' self-efficacy in speaking. A study by Choi and Lee found

⁴⁴ Sepritawati Eka, Op. Cit. P. 49

⁴⁵ Kim (2019) : *"The Effect of Task-based Language Teaching on Self-efficacy and Speaking Performance of Korean University Students"*

that providing feedback on students' speaking performance and guiding them on how to improve their speaking skills increased their self-efficacy in speaking.⁴⁶

This research distinguishes itself from previous studies in several ways. Firstly, this study incorporates clear theories and phenomena that already happen in TBI IAIN Curup area, were not present in previous research. Additionally, this research goes into greater depth regarding the techniques that can be used to increase speaking self-efficacy, providing more detailed and explicit information than prior studies. To enhance the credibility of the findings, researcher also sought out the opinions of students to explore the relationship between the techniques used and their efficacy in improving speaking self-efficacy. Taken together, these factors make this research a valuable contribution to the field, providing a more comprehensive understanding of how to improve speaking self-efficacy.

⁴⁶ Choi dan Lee (2017) : Op. cit.

CHAPTER III

RESEARCH METHODOLOGY

A. Kind of The Research

In this research, the researcher used descriptive method through provided in qualitative ways. Descriptive method is a study focused in explaining condition population, factually, systematically, and accurately.⁴⁷ In this research using qualitative descriptive because the researcher only describing lecturers' teaching technique to increase student self-efficacy in speaking class at English Tadris Study Program IAIN Curup. Additionally, the researcher also described how the technique were implemented in TBI IAIN Curup to Increase student self-efficacy in speaking and also what is student opinion about the technique. Qualitative descriptive method explained the data which have correlation with fact, condition, variable and phenomenon which occurred when the research is being done.

B. Subjects of The Research

In this study the researcher used purposive sampling to determine the subject with the researcher's criteria. Also there were two subjects to strengthen the research results:

a) Speaking Lecturers

The first subject is two speaking lecturers, lecturer A and lecturer B. The criteria for selecting a lecturer to be studied

⁴⁷ Nurul Zuriyah, *Metodology Penelitian Sosial Dan Pendidikan : Teori Aplikasi* (Jakarta:BumiAksara,2007), p.47

in a research on teaching techniques to increase students' self-efficacy in speaking class are that the lecturer should have experience teaching speaking, use innovative teaching techniques that already proven enhance student self-efficacy in speaking, provide a supportive and motivating learning environment, and have a track record of achieving positive results in their students' speaking performance. Additionally, the lecturer should be willing to participate in the research and collaborate with the researcher.

b) TBI Students

The second subject are students of 2nd and 4th semesters of English Tadris Study Program State Institute Islamic of Curup during academic year 2022/2023.

The reason for choosing 2nd and 4th semesters in the English Tadris Study Program of IAIN Curup is because, now the lecturer provides speaking classes in speaking for daily communication and speaking for formal settings subject throughout that semester. The criteria for choosing the students subject is, students of 2nd and 4th grade of English Tadris Study Program State Institute Islamic of Curup academic year 2023/2024 with the characteristics of active participation in the speaking class from the results of observations and the highest score from the lecturer with a total of 15 students.

C. Technique of Collecting Data

The researcher uses qualitative research. Techniques used in collecting the data in this research are:

1. Observation

In this research, the researcher used non-participatory observation to collect the data. According to Kothari, “Nonparticipation observation means the researcher does not follow directly as participant and separately as observer”.⁴⁸ Or in the other words, researchers are not directly involved in teaching and learning activities and only as observers to identify the real conditions about how the techniques were implemented in speaking class to increase student self-efficacy.

2. Interview

In this study, the author uses semi-structured interviews which are a combination of structured and unstructured interviews. The semi-structured interview is a qualitative inquiry method that combines a predetermined set of open-ended questions (questions derived from discussion) with the interviewer's opportunity to explore a particular theme from further responses.⁴⁹ While the researcher has a general plan for what the researcher want to ask, the questions don't have to follow a particular phrase or order. It also provides the researcher with the ability to probe the participant for additional details. On the first

⁴⁸ *Ibid.*, p. 97

⁴⁹ Prof. Dr. Sugiyono. *Metode Penelitian Kombinasi* (Bandung : Alfabeta, 2011) p. 188

step, the researcher contacted the subject using WhatsApp application for the online setting and continuity-interview-face to face.

D. Research Instruments

Depending on the techniques above, the following are some of the instruments used by researchers to collect data as follow:

1. Observation Checklist

The observation checklist is a list that researchers want to know or investigate about the lecturers' technique to increase the level of self-efficacy in speaking classes at TBI IAIN Curup. A checklist used to determine whether an individual behaves in a certain (usually desirable) manner when asked to complete a particular job. If a certain behavior is present when the individual is observed, the researcher puts a check mark (√) on the list.⁵⁰ There are several important items for making a list of observations including the theory used, indicators, items related to class activities, and validation requirements.

First, a checklist of observations made by referring to the theory of self-efficacy in speaking and the lecturer's technique in teaching speaking. As previously stated, the researcher uses two main theories, the first is about students self-efficacy in speaking learning at TBI IAIN Curup by Mrs. Eka Sepritawati, and teacher technique to increase students self-efficacy from Albert Bandura.

⁵⁰ David Wilkinson and Peter Birmingham, *Using Research Instruments: A Guide for Researchers*, (New Fetter Lane, London: Routledge Falmer, 2003), p.116

Second, the researcher made several indicators for this research. Researchers analyze the theory by reading carefully in order to know the meaning of the theory.

Third, after the researcher absorbs the indicators derived from the theory, the researcher combines the two groups of indicators into items or sub-indicators in the list of observations.

Finally, the most important point of the observation checklist is that the indicators and sub-indicators are made valid.

Ngalim Purwanto stated, “validity is a quality that shows a correlation between a certain measure and the meaning or purpose of studying criteria and behavior.”⁵¹

Based on the statement above, before the researcher observes the respondents, the indicators and sub-indicators must be validated. The researcher will ask one of the supervisors to be used as a validator in this study. And the results of the indicators and items that have been made by researchers can be seen in the table below.

Observations also use field notes, researchers use field notes to record everything related to how the lecturer's efforts to improve self-efficacy in speaking class are effective. Field notes are observer notes about what the researcher saw, heard, experienced, and thought during the observation. They contain both descriptive and

⁵¹ Ngalim Purwanto. Prinsip-prinsip dan Teknik Evaluasi Pengajaran. (Bandung: Remaja Raosdakarya. 1994) P. 137

reflective aspects.⁵² the researcher will only provide a balanced check on each subject observed.

Table 3.1
Observation Checklist and Field Notes
Lecturers Technique to Increase
Student Self efficacy In speaking Learning

No	Name of techniques	Indicators	Items as regards classroom activities	Checklist	Notes
1	Communicative Activities (Pair Works & Group Works)	<ul style="list-style-type: none"> • Students believe in their ability to use English effectively and can solve problem in real-life conversations. • Students believe in their capability to address challenges in public speaking situations while talking in front of their pair friends. • Students motivated and empowered to actively participate and excel in speaking tasks while works together with their team. • Students have the belief and competence to speak fluently and accurately. • Students possess the belief and skills 	<ol style="list-style-type: none"> 1. The lecturer enhances students' ability to express ideas confidently in English during authentic communication. 2. The lecturer follows up the activity with a class discussion on problem-solving process. 3. The lecturer gives students clear instructions on what they should do during the activity to make them feel more engaged in the learning process. 4. The lecturer provides some 		

⁵² Taylor and Bogdan, Field Notes: How to Take Them, Code Them, Manage Them. P. 389

		<p>to articulate words and intonation effectively and increased their ability by social persuasion from their fellows.</p> <ul style="list-style-type: none"> • Students capable of understanding and adapting to diverse cultural communication nuances. 	<p>communicative activities for students to practice and improve their speaking skills, resulting in increased fluency and accuracy.</p> <p>5. The lecturer provides practical exercises and activities that have helped students improve their pronunciation and intonation in English.</p> <p>6. The lecturer encourages discussions and activities that promote awareness and appreciation of cultural diversity in communication.</p> <p>7. The lecturer provides adequate time for students to complete the activity to prevent students from feeling anxious about time constraints.</p>		
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			<p>8. The lecturer monitors and provides feedback to students during the activity.</p> <p>9. The lecturer encourages students to communicate and interact with each other in pairs or groups to enhance collaboration.</p>		
2	Interactive Games	<ul style="list-style-type: none"> • Students have faith in their ability to speak English well and overcome any speaking challenges that come in their way. • Students sure they can improve their language skills and confidently handle any speaking situations while participating in interactive games. • Students believe to take part in speaking tasks with enthusiasm and to find solutions for any difficulties while the teacher teach use interactive games. • Students confident 	<ol style="list-style-type: none"> 1. The lecturer provides clear instructions for playing games to boost students' understanding and confidence in engaging with the game. 2. The lecturer encourages active participation from all students to ensure that everyone has a chance to improve language skills and abilities. 3. The lecturer chooses relevant games to the topic in order to keep students 		

		<p>in their speaking fluency and accuracy, and Students can tackle any problems they encounter.</p> <ul style="list-style-type: none"> • Students certain they can understand grammar and vocabulary well while participating in interactive games. 	<p>motivated and focused on the learning process.</p> <ol style="list-style-type: none"> 4. The lecturer provides students with experience for improvement in fluency and accuracy by engaging them with interactive games. 5. The lecturer provides students with interactive games to practice and reinforce students' understanding of grammar and vocabulary. 6. The lecturer provides immediate feedback to students on their speaking performance during the games. 7. The lecturer facilitates collaborative work among students by incorporating interactive games in pairs or small groups to practice speaking skills. 		
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3	Real Life Topic/Solving Dilemma	<ul style="list-style-type: none"> • Students believe in their ability to think critically and solve problems effectively, enhancing their confidence in facing speaking challenges. • Students more confident in speaking English as they tackle real-life topics and dilemmas, boosting their assurance in their language skills. • Students motivated to actively engage in speaking tasks by exploring real-life topics, which strengthens Students belief in their ability to communicate effectively. • Students can understand diverse viewpoints and opinions through real-life topics, improving their assurance in handling various conversations. • Students believe they can effectively collaborate and work in teams while addressing real-life topics, 	<ol style="list-style-type: none"> 1. Lecturers creates a situation that is related to real-life scenarios to encourage students to think critically 2. Lecturers creates a classroom environment that encourages students to express their opinions freely, without fear of being criticized or ridiculed. 3. The lecturer uses the dilemma technique to enhance students' communication skills through meaningful and authentic communication. 4. The lecturer encourages students to feel more eager and motivated to express their opinions through the dilemma technique. 5. The lecturer encourages students to discuss and evaluate each other's opinions 		
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		boosting their speaking competence.	and solutions in a more structured way. 6. The lecturer provides feedback and collaborative discussions with students regarding the effectiveness of each solution in Solving Dilemma activity.		
4	Authentic Material	<ul style="list-style-type: none"> • Students can confidently use language in real-life situations, demonstrating their belief in their ability to overcome linguistic challenges. • Students can engage in critical thinking while working with authentic materials, showcasing their capacity to solve intricate communication problems. • Students can actively participate and feel motivated to excel in speaking activities involving authentic materials, illustrating their belief that they can overcome any 	<ol style="list-style-type: none"> 1. The lecturer encourages students to enhance their skills in comprehending and using real-life language, ultimately increasing their confidence in real-world language usage. 2. The lecturer utilizes authentic material to enhance students' problem-solving skills by analyzing and interpreting language in context. 3. The lecturer chooses relevant materials to the learners' interests to make the 		

		<p>obstacles.</p> <ul style="list-style-type: none"> • Students can speak fluently and accurately when using authentic materials, and they believe they can address any language-related difficulties. • Students can understand and adapt to diverse cultural communication nuances through authentic materials, reflecting their belief in their ability to navigate intercultural challenges. 	<p>learning experience more motivating for them.</p> <p>4. The lecturer uses real-life speaking activities (e.g., newspaper articles, videos, podcasts) to enhance students' fluency and accuracy through exposure to authentic language.</p>		
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2. Interview Guidance

In this research the researcher must have an interview guidance to build what questions the researcher wants to ask. The questions that have been prepared in advance based on existing theory, so that the researcher is not confused during the interview process. The interview guidance used in this study is a list of questions to interview students at TBI IAIN Curup area, to obtain data from respondents about their opinion towards Lecturer Teaching Technique to Increase their self-efficacy. Some of the things needed to create an interview guidance are the theory used, indicators, questions, and validation requirements.

First, the interview guidance made by made by referred to the theory of students' opinions in Teacher teaching technique in speaking class in by Bandura and Pajares.

Second, the researcher created several question to make the interview guidance in this research. The researcher analyzed the theory by read the meaning much time, the questions points can be seen on the table below.

Table 3.2
Interview Guidance
Students Opinion Towards Teacher Teaching Technique to Increase
Students Self-Efficacy⁵³

Interview Topic	Indicator	Interview Question
Lecturer's Teaching Techniques	<ul style="list-style-type: none"> • Clarity and organization of lesson structure 	<ol style="list-style-type: none"> 1. Do you think the way your teacher teaches you helps improve your believe to your ability in speaking skills? Why or why not? 2. How does the clarity and organization of your teacher's lesson structure help you feel more capable of speaking English?
	<ul style="list-style-type: none"> • The Use of Lecturer's Teaching Technique 	<ol style="list-style-type: none"> 3. How your speaking skills before and after the use of authentic material? 4. Can you provide examples of authentic materials or real-life topics that the lecturer has used in class? Please Explain, How did it contribute to your self-efficacy? 5. How your speaking skills before and after the use of Problem solving

⁵³ *Op. Cit.*

		<p>technique?</p> <ol style="list-style-type: none"> 6. Why is it important for teachers to incorporate solving dilemmas or real-life topics in their teaching to enhance students' self-efficacy? 7. How your speaking skills before and after the use of communicative activities technique? 8. How often does the lecturer use pair and group work during speaking class? 9. How is your capability to actively participate in pair and group work? 10. How your speaking skills before and after the use of interactive games technique? 11. Can you describe any interactive games or activities the lecturer has used during class that you found particularly engaging or effective? Please Explain! 12. Do you think the role of the lecturer, such as the implemented techniques, plays a significant role in improving your self-efficacy in speaking skills, or are there other contributing factors?
Student Self-Efficacy	<ul style="list-style-type: none"> • Students believe and comfort level when speaking English 	<ol style="list-style-type: none"> 13. Before you entering speaking class, how is your self-believe in speaking English and how do you overcome the problems you encounter when speaking? 14. How confident do you feel when speaking in English in front of others and how you solve your fearness?

		15. On a scale of 1-10, how was your level of self-efficacy after Lecturers' implement their teaching technique in speaking class?
	<ul style="list-style-type: none"> Students Perceived improvement in speaking skills and ability enhance in their ability while speaking english 	<p>16. Have you noticed any improvements in your speaking skills since beginning this speaking class? If so, can you describe them?</p> <p>17. Is there an increase in self-efficacy levels after the teaching techniques are implemented by the lecturer?</p>
Students Opinion	<ul style="list-style-type: none"> Effectiveness of teaching techniques in improving self-efficacy 	<p>18. In your opinion, which teaching techniques have been most effective in helping you improve your self-efficacy in speaking skills? Can you describe how?</p> <p>19. Are there any teaching techniques or activities that you feel could be improved or added to better help you improve your speaking skills and self-efficacy?</p>
	<ul style="list-style-type: none"> Students satisfaction with the teaching techniques 	20. Do you feel that the teaching techniques used by the teachers overall meet your expectations in boosting students' self-efficacy? Please explain!
	<ul style="list-style-type: none"> Suggestions for improving teaching techniques 	21. Do you have any suggestions for lecturers to enhance the implementation of techniques aimed at improving student self-efficacy in speaking skills?

E. Technique of Analysis Data

According to Creswell, all of the data are analyzed by these steps, as follow:

1. Data managing

In this step, the researcher will manage the data from interviews and observations. First, data from interviews to determine whether students have understood what self-efficacy is and what are the efforts to increase the level of student self-efficacy in speaking classes at TBI IAIN Curup. Second, after receiving data from interviews, observations were made on how lecturers apply teaching techniques in an effort to increase student self-efficacy.

2. Reading

After the researcher manages the incoming data, the researcher reads the text many times and reads sources related to the research theme to get a deep understanding of the data and get valid data. So that researchers can identify how to manage data properly.

3. Describing

In this step the researcher begins to describe all the data obtained from interviews and observations, so that it can help researchers to take the next step in analyzing the data.

4. Classifying

After obtaining data and information related to lecturers' efforts to improve self-efficacy in speaking classes, as well as data on strategies,

methods, treatments, and techniques carried out by teachers or lecturers to help students increase the level of self-efficacy in class. speak. Researchers collect important data based on respondents' answers.

5. Interpreting

Researchers try to interpret the data and explain in depth about self-efficacy and lecturers' efforts in order to increase the level of student self-efficacy in speaking classes, also about strategies, methods, treatments, and techniques used in their efforts to make students self-efficacy increase in speaking class at TBI IAIN Curup.

CHAPTER IV

FINDINGS AND DISCUSSION

In this chapter, the researcher has presented the results obtained from both the observation checklist and interviews. The primary objectives of this research were to examine the implementation of techniques aimed at enhancing students' self-efficacy in the speaking class and to gather students' opinions about the lecturers' teaching techniques used for this purpose at TBI IAIN Curup area. To collect the necessary data, the researcher utilized an observation checklist and interview guidelines. This chapter consists of research finding and discussions.

A. Findings

1. The Implementation of Leacturers' Teching Technique to increase Students' Self-Efficacy in Speaking Class at TBI IAIN Curup Area.

The researcher made observations using videos that had been recorded during 7 meetings taught by the speaking lecturer concerned, to find out the implementation of techniques in teaching speaking at TBI IAIN Curup area. In carrying out the analysis process, the researcher also used an observation checklist to see how the technique was applied in the TBI IAIN Curup to be precise in speaking class.

On several occassion, the researcher actively participated in direct observations of the lecturers' English speaking classes.

Moreover, the researcher also gathered videos of past lessons created by students, demonstrating the students' commendable self-efficacy abilities.

The data collection period for the observations began on March 15, 2023, and continued until May 28, 2023. Throughout this time frame, the researcher diligently documented and analyzed the implementation of speaking teaching techniques at TBI IAIN Curup, uncovering valuable insights for the study.

a. Implementation of Communicative Activities

In implementing communicative teaching techniques, pair works, and group works to enhance students' self-efficacy in speaking skills, the lecturers employ a variety of engaging activities. Lecturer A encourages collaborative learning by having the students form groups through sequential counting to reach a desired number. This approach fosters a sense of cooperation and inclusivity among students.

On the other hand, Lecturer B adopts a more spontaneous approach, randomly selecting students to be grouped together. This method helps to mix students with different abilities and backgrounds, promoting diversity and improving their adaptability in various social settings. Both Lecturer A and Lecturer B prioritize active learning by instructing the group members to discuss the learning material together before

presenting it. This not only deepens students' understanding but also enhances their communication and critical thinking skills. To facilitate speaking practice, Lecturer B utilizes video-based tasks with specific deadlines. This approach challenges students to articulate their thoughts effectively within a given timeframe, thereby boosting their confidence in expressing themselves.

During group activities, students take turns presenting their speaking practice tasks, fostering a supportive environment where each member gets opportunities to showcase their skills. Alternatively, the groups can engage in games to present the results of their discussions, encouraging friendly competition and further developing their speaking abilities. To ensure continuous improvement, the lecturers provide valuable feedback on the presentations. This constructive criticism aids students in identifying areas of improvement and reinforces their belief in their speaking capabilities.

In summary, the activities implemented by the lecturers through communicative teaching techniques, pair works, and group works are designed to elevate students' self-efficacy in speaking skills. By fostering collaboration, active learning, and constructive feedback, the students are empowered to communicate confidently and proficiently in various situations.

b. Implementation of Interactive Games

To enhance students' self-efficacy in speaking skills through interactive teaching techniques, the lecturers employ a range of engaging activities designed to foster communication and vocabulary expansion. Lecturers A and B thoughtfully prepare interactive games that stimulate students' speaking abilities and enrich their vocabulary. These games are both enjoyable and educational, ensuring students remain motivated throughout the learning process.

Clear and concise instructions about the flow of the games are provided, allowing students to understand the purpose and objectives of the activities, thus boosting their confidence in participation. The interactive games can take various forms, catering to individual or group work dynamics, adding an element of healthy competition where students strive to achieve the highest score. Within the context of the games, students are given ample opportunities to express their opinions, share ideas, and engage in discussions, empowering them to communicate freely and assert their thoughts confidently.

After the completion of the interactive games, valuable feedback is provided by the lecturers, offering constructive evaluation to encourage continuous improvement. The lecturers also draw connections between the interactive games and the

learning material, reinforcing the relevance of the activities to the broader language learning objectives. This approach creates a dynamic and supportive learning environment, where students can build their self-efficacy in speaking skills while enjoying the language acquisition process. These activities promote active engagement, effective communication, and a sense of achievement, leading to enhanced language proficiency and increased confidence in their speaking abilities.

c. Implementation of Solving Dilemma

In implementing the solving dilemma technique to enhance students' self-efficacy in speaking skills, lecturers adopt a series of interactive activities designed to foster critical thinking and effective communication. Lecturer A initiates the process by presenting an image containing a compelling case or dilemma. This visual stimulus serves as a starting point for engaging discussions and encourages students to analyze and propose solutions.

Similarly, Lecturer B employs storytelling to introduce a case closely related to real and trending scenarios. This narrative-driven approach captivates students' attention, making the problem-solving experience more immersive and relatable. To cultivate self-confidence in speaking, both lecturers encourage students to voice their opinions and actively

participate in resolving the presented dilemmas. Lecturer A prompts students to provide their unique insights and ideas, fostering a sense of ownership and creativity in tackling the issues.

Alternatively, Lecturer B allows students to express their opinions freely, randomly selecting students to take on the challenge of solving the problems presented in the story. This approach promotes inclusivity and ensures every student gets an opportunity to engage in the learning process. Throughout the activities, the lecturers play a guiding role, providing clues and assistance to the students as they work to solve the problems. This support not only aids students in developing their critical thinking skills but also instills a sense of trust and encouragement in their abilities.

Furthermore, the lecturers offer valuable feedback on the activities and opinions shared by the students. This constructive evaluation helps students refine their problem-solving and communication skills, building their confidence in expressing themselves effectively. In conclusion, the application of the solving dilemma technique in the classroom fosters a dynamic and collaborative learning environment. By presenting intriguing cases, encouraging active participation, and providing guidance and feedback, the lecturers empower students to enhance their

self-efficacy in speaking skills. Through these activities, students develop their critical thinking abilities and gain confidence in articulating their ideas, equipping them with valuable skills for effective communication in various real-world scenarios.

d. Implementation of Solving Dilemma

In order to enhance students' self-efficacy in speaking skills through the use of authentic material technique, lecturers employ a series of engaging activities that promote active learning and meaningful discussions. Lecturers A and B play a pivotal role in the process by providing authentic learning materials such as images or short videos directly related to the learning content. These materials are displayed using an overhead projector, allowing students to engage visually with real-life scenarios and contexts.

Students are encouraged to focus attentively on the presented media, fostering observation skills and comprehension of the authentic material. This process enables students to connect theory with real-world situations, promoting a deeper understanding of the language in context. A key aspect of the technique involves students expressing their opinions in English regarding the media they have observed. Whether individually or in groups, students are given the opportunity to articulate their thoughts, fostering self-confidence in their ability to

communicate effectively.

To facilitate reflection and meaningful classroom discussions, the lecturer guides students in sharing their responses to the presented material. This interactive exchange of ideas allows for constructive feedback and encourages students to make connections between the authentic material and broader topics of learning. Engaging in such discussions empowers students to critically analyze the material and express their perspectives confidently.

Through the use of authentic material technique, students are immersed in real-world language usage, which enhances their speaking skills and boosts their self-efficacy in communicating effectively. The interactive activities, combined with the opportunity to express opinions and engage in classroom discussions, create a dynamic and supportive learning environment where students can build their confidence and proficiency in speaking English. Ultimately, these activities foster a deeper connection between language learning and practical application, preparing students to navigate real-life communication with ease and confidence.

The following is a summary table of the activities used by the lecturer in implementing the technique.

Table 4.1
Activities During The Implementation Of Teaching Techniques In Speaking
Classes At TBI IAIN Curup Area To Increase Students' Self-Efficacy.

No.	Techniques	Activities
1.	Communicative Activities (Pair Works & Group Works)	<ul style="list-style-type: none"> a. Lecturer A has the students take turns in counting sequentially according to the desired number to form groups. b. Lecturer B randomly selects students to be grouped together. c. Lecturer A gives instructions for the group members to discuss the learning material together before presenting it. d. Lecturer B provides instructions for a speaking practice task, usually presented in the form of a video, with a deadline for the task. e. Students present their speaking practice tasks alternately within their groups, or students can also present the results of their discussions by playing games to find the winning group. f. The lecturer provides feedback on the presentations.
2.	Interactive Games	<ul style="list-style-type: none"> a. Lecturers A and B have prepared games aimed at stimulating students' speaking abilities and expanding their vocabulary. b. The lecturer provides clear instructions about the game's flow. c. The interactive games prepared can be in the form of individual or group work, with the highest score being obtained. d. Students are given the opportunity to express their opinions within the game. e. The lecturer provides feedback on the game results and also connects the interactive game played with the learning material.
3.	Real Life Topic/Solving Dilemmas	<ul style="list-style-type: none"> a. Lecturer A presents an image that contains a case or dilemma. b. Lecturer B presents a case in the form of a story, usually closely related to a real and trending case. c. Lecturer A encourages students to give their opinions regarding the case presented in the image and solve the case based on their critical thinking. d. Lecturer B allows students to express their

		<p>opinions and randomly selects students to try to solve the problems presented in the story.</p> <p>e. The lecturer guides the students to provide clues in solving the problem and gives feedback on the activities and opinions provided by the students.</p>
4.	Authentic Material	<p>a. Lecturers A and B provide authentic learning materials in the form of images or short videos related to the learning material displayed through an overhead projector.</p> <p>b. Students are asked to pay close attention to the media.</p> <p>c. Students can express their opinions in English regarding the media they observe, individually or in groups.</p> <p>d. The lecturer facilitates reflection and classroom discussion about the experience of viewing photos or images, student observations, and presentations that have been conducted. Students can share their responses, provide feedback, and connect the material to broader topics of learning.</p>

Researchers observed lecturers during teaching sessions in speaking classes at the TBI IAIN Curup and also recorded the teaching activities. Additionally, the researchers collected previously recorded teaching videos.

2. Student opinion about the techniques used by the lecturers to increase students' self-efficacy in Speaking Class at TBI IAIN Curup area.

In this phase, the researcher conducted interviews to address the second research question, which aimed to explore students' opinion's on the techniques employed by lecturers to enhance their self-efficacy in the Speaking Class at TBI IAIN

Curup area. The researcher interviewed the students, specifically the 2nd and 4th students, who were currently receiving instruction from two lecturers implementing these techniques. The interview questions were based on the theoretical frameworks of Bandura and Pajares, with a focus on assessing whether the implemented techniques genuinely contributed to an increase in students' self-efficacy in speaking. It is worth noting that the interviews were conducted in the Indonesian language. In this section, the researcher presents the findings obtained from the interviews.

Based on the chapter III, the researcher used interview guidance and a tape recorder as the data's collected. The researcher has been interviewed on June 11th - 23rd 2023. The respondent was a student of 2nd and 4th semesters of English Tadris Study Program of the State Islamic Institute of Curup during the academic year 2022/2023.

Table 4.2
Student Opinion regarding the Lecturers' teaching techniques to increasing Student self-efficacy in speaking class

NO.	Interview Topic
1.	Lecturer's Teaching Techniques
2.	Student Self-Efficacy
3.	Opinion on Teaching Techniques and Self-Efficacy

The result can be perceived from the interview result's indicators. The researchers interviewed respondents directly or face to face. Then, the researcher used a tape recorder when the

researcher interviewed the respondent.

The results of the interview regarding lecturer's teaching techniques to increase students' self-efficacy in speaking skills revealed several positive insights. According to the respondents, the applied teaching techniques significantly improved their ability to speak confidently in public settings. The activities carried out within these techniques created a comfortable and encouraging classroom environment, motivating students to use English more effectively. Notably, the use of dilemma-solving techniques helped familiarize students with critical thinking while using English during class, contributing to their self-assurance in communication.

Moreover, the students appreciated the clear directions given by the lecturers during learning activities. These clear instructions facilitated their understanding and application of English skills, particularly during engaging interactive games. The integration of authentic material techniques, such as presenting short films and pictures of current football clubs, proved beneficial in enhancing students' self-efficacy in public speaking. By describing these materials in front of their peers, students enriched their speaking experiences and gained greater confidence in their communication abilities.

The problem-solving techniques implemented by lecturers

were highly valued by the respondents. Through expressing their opinions and ideas in front of others, students practiced critical and creative thinking, which further strengthened their self-confidence. Observing their peers' speeches also helped students identify their own strengths and limitations, motivating them to strive for continuous improvement in English speaking. Additionally, communicative activity techniques, particularly pair works and group works, were well-received by students. These techniques created a relaxed learning atmosphere, allowing students to express their opinions comfortably within small groups and ensuring every student had equal opportunities to speak.

Furthermore, the students appreciated the vocabulary games and group-based games played during speaking classes. These activities not only added an element of fun but also enhanced their language proficiency and communication skills. The interview responses highlight the effectiveness of various teaching techniques in boosting students' self-efficacy in speaking skills. The combination of engaging activities, clear directions, authentic materials, and problem-solving tasks contributed to students' increased confidence and proficiency in expressing themselves in English. These positive outcomes demonstrate the lecturers' dedication and commitment to creating a conducive learning environment that nurtures students' speaking abilities.

According to respondents from the previous semester, their speaking abilities and self-efficacy showed significant improvement, resulting in self-confidence scores averaging between 7 and 9 on a scale of 1 to 10. Numerous students reported experiencing positive changes in their English speaking proficiency after enrolling in speaking classes with the related lecturers. These improvements indicate that the teaching techniques and guidance provided by the instructors played a vital role in enhancing their self-confidence and communication skills.

A common sentiment expressed by most respondents was the recognition of self-motivation as a crucial factor in increasing self-efficacy in speaking. However, they also emphasized the importance of the right techniques offered by the teachers. It is evident that the combination of intrinsic motivation and effective teaching methods significantly contributes to achieving optimal results in improving students' speaking abilities.

Overall, the interview responses demonstrate the positive impact of the lecturers' teaching techniques on students' self-efficacy in speaking. With enhanced self-confidence and improved proficiency, the students are better equipped to express themselves confidently and effectively in English-speaking situations. The combination of self-motivation and expert guidance provided by the lecturers plays a pivotal role in fostering a conducive learning

environment and ensuring successful outcomes in students' language development.

From the interview results, the researcher obtained information that the lecturers have implemented the techniques as observed. Furthermore, the respondents stated that the techniques provided by the lecturers have influenced the improvement of their self-efficacy in speaking. And the researcher has asked 6 students as respondents. Because the answers to the questions tended to be the same or similar, the researchers decided to complete the data collection process and present in the form of conclusions from the respondents' answers.

B. Discussion

Based on explanation of the findings, the researcher describes the result of this research. The finding contains teaching techniques that were implemented to increase students' self-efficacy in speaking class and the students' opinion about the techniques used by lecturers to increase students' self-efficacy in speaking class at TBI IAIN Curup area.

1. The implementation of the technique in teaching to increase students' self-efficacy in Speaking class at TBI IAIN Curup area.

To find out about the implementation of the techniques in teaching speaking to increase students' self-efficacy at TBI

IAIN Curup area researcher used observation checklist. The researchers found there are 4 techniques used in teaching speaking and proven to be able to increase students' self-efficacy in speaking, including communication activities, namely pair and group work, interactive games, real-life topics, and authentic material.

The first technique employed by the lecturer in the speaking class is the use of communicative activities, wherein the class is organized into groups, both in pairs and larger groups. Communicative activities, such as pair work and group work, have gained widespread recognition as effective methods for enhancing students' self-efficacy in speaking. These activities encourage active participation, collaboration, and engagement, enabling students to build their confidence and proficiency in spoken English. Likewise in the step of applying techniques by the lecturer, when the lecturer gives freedom to students to discuss a given topic only with their partner or work group, this can make students feel more comfortable because they speak without pressure. As well as being able to fulfill the four sources of self-efficacy namely mastery experience, social persuasion, vicarious experience and psychological and emotional state.

According to Jhonson, these activities provide students with valuable opportunities to engage in authentic and

meaningful communication, which plays a crucial role in developing their speaking skills and boosting their confidence.⁵⁴

By participating in communicative activities, students are actively involved in using the language in real-life situations, allowing them to overcome their fear of speaking and build a sense of competence in expressing themselves.

In pair work and group work, students receive support and feedback from their peers, creating a supportive and collaborative learning environment that encourages risk-taking and experimentation with the language. Through these activities, students can enhance their fluency, accuracy, and overall communicative competence, leading to a stronger belief in their ability to communicate effectively in the target language. Therefore, communicative activities have emerged as a valuable pedagogical approach for fostering students' self-efficacy in the speaking class.

A study on exploring students' self-efficacy in speaking performance in Indonesian EFL classrooms found that self-efficacy levels in speaking performance can be identified and investigated, and that factors affecting students' self-efficacy in speaking can be explored. Furthermore, self-efficacy beliefs of teachers can affect their willingness to use communicative

⁵⁴Smith, J. (2019). Enhancing Speaking Skills Through Communicative Activities: A Case Study. *Journal of Language Education*, 25(2), 43-58.

activities. Finally, using cooperative group work can improve students' speaking skills.⁵⁵ So it can be concluded that the psychological situation of students is to fulfill the source of self-efficacy, namely Physical and Emotional States, where this technique is used to create a feeling of comfort among students in speaking English and to be able to provide new experiences in the form of mastery experience so that they are able to assess their own abilities.

The second technique used is interactive games, where the lecturer makes games that are still related to the learning material with the aim of making the class more relaxed and fun. Through games, students experience a reduced sense of anxiety and self-consciousness, allowing them to take risks and participate actively in speaking activities. Furthermore, games provide students with regular and structured speaking opportunities, allowing them to practice and improve their fluency, accuracy, and overall speaking skills.

Interactive game techniques by the lecturer can increase students' self-efficacy in speaking class. The steps in teaching applied by lecturers are believed to be able to increase student self-efficacy, when students are given the freedom to express whatever they want to convey. Without formal assessment from

⁵⁵Kim, H. (2016). The effect of an activity-based oral expression course on speech self-efficacy. *Journal of Educational Evaluation for Health Professions*, 13, 1-8.

other students or lecturers. So that it can meet the sources of self-efficacy, namely physical and emotional states. Studies have shown that exploring students' level of self-efficacy in impromptu speech activity can provide insights towards developing their communication skills and self-efficacy. The situation in the class that was found during the observation and interview process, the lecturer often did games related to vocabulary. In their research, Fachrurozi et al., said that speaking ability must start from knowing many vocabularies and this can be achieved by using interactive games. Teachers ought to assist their students in acquiring vocabulary to enable them to utilize English effectively in classroom engagements.

The third technique used is real-life topics or solving dilemmas. The implementation of real-life topics or dilemma solving techniques in the speaking class has the potential to enhance students' self-efficacy. Like Bandura's said in his research Self- efficacy refers to an individual's belief in their ability to succeed in specific tasks. The theory of self-efficacy posits that experiences of success, observation of competent models, positive verbal persuasion, and emotional regulation can enhance an individual's self-efficacy.

Within the context of speaking instruction, the application of real-life topics or dilemma solving techniques

provides opportunities for students to experience success in speaking through practical experiences and positive feedback. This aligns with the theory of self-efficacy, which suggests that experiences of success can enhance individuals' confidence.

Teaching steps in the application of techniques carried out by lecturers and can increase self-efficacy, in the third step where lecturers provide opportunities for students to dare to express opinions and motivate students to increase critical thinking. So that the source of self-efficacy can be achieved, namely the mastery of experience and verbal or social persuasion. Align with the theory of self-efficacy, the theory of flow can also explain the impact of real-life topics or dilemma solving techniques on students' self-efficacy. The flow theory posits that when individuals are engaged in challenging tasks that align with their skill level, they can experience a state of "flow" or optimal experience . In the context of speaking instruction, the application of challenging tasks that match students' skill levels can trigger a flow experience, wherein students become fully engaged in speaking tasks and experience satisfaction, thereby enhancing their self-efficacy.⁵⁶ The application of real-life topics or dilemma solving techniques facilitates positive social interactions among students, teachers, and classmates. These social interactions

⁵⁶Csikszentmihalyi, M. (1990). *Flow: The psychology of optimal experience*. Harper & Row.

provide opportunities for students to receive support, constructive feedback, and observe competent speaking skills, all of which can influence their self-efficacy .

The fourth technique used is authentic material. In a study conducted by César Augusto et al., it was found that the authentic materials used in the classroom were effective in facilitating students' use of the target language in communicative situations. This success was attributed to the students' engagement in reading and exchanging real-life information. The fourth step in teaching speaking using authentic material in this study was able to increase self-efficacy. Where the lecturer directs students to reflect on the authentic material that has been delivered. Either in the form of images, videos or information from social media. Then present or provide feedback related to material related to their daily lives. This can make students more interested in learning and fulfill the source of self-efficacy.

The materials, along with the suggested activities, also motivated students to explore their own culture and employ the target language to discuss various aspects such as foreign and national locations, customs, and traditions.⁵⁷ The technique used by the lecturer can increase self-efficacy in speaking ability

⁵⁷Castillo Losada, CA, Insuasty, EA, & Jaime Osorio, MF (2017). The impact of authentic materials and tasks on students' communicative competence at a Colombian language school. *PROFILE Issues in Teachers' Professional Development*, 19 (1), 89-104.

because the context is relevant so it is more interesting in improving students' speaking.

Based on the data and information that has been collected by the researcher, it can be concluded that there are several points of implementation that have been carried out by lecturers in increasing student self-efficacy in speaking classes based on the techniques that have been implemented.

Communicative Activities, giving freedom to students to discuss a given topic only with their partner or group works, able to make students feel more comfortable because they speak without pressure. As well as being able to fulfill the four sources of self-efficacy, namely mastery experience, social persuasion, vicarious experience and psychological and emotional states.

Interactive Games, students are given the freedom to express whatever they want to convey. Without formal assessment from other students or lecturers. So that it can fulfill the source of self-efficacy, namely physical and emotional states.

Solving Dilemma, lecturers provide opportunities for students to dare to express their opinions and motivate students to increase critical thinking. So that sources of self-efficacy can be achieved, namely mastery experience and verbal or social persuasion.

Authentic Material, students reflect on the authentic

material that has been presented. Either in the form of pictures, videos or information from social media. Then present or provide responses related to material related to their daily lives. This can make students more interested in learning and fulfill a source of self-efficacy.

2. Students' opinion about the techniques used by the lecturers to increasing students' self-efficacy In Speaking Class at TBI IAIN Curup area.

The aim of this study was to explore the students' opinions about the techniques employed by the lecturers to enhance students' self-efficacy in the Speaking Class at TBI IAIN Curup area. The findings revealed valuable insights into the perceptions and experiences of the students, shedding light on the effectiveness and impact of these techniques. The students' opinions regarding the techniques used by the lecturers varied, reflecting a range of experiences and perspectives. Overall, the students expressed positive views towards the techniques implemented in the Speaking Class. Several key themes emerged from the analysis of the qualitative data, highlighting the strengths and limitations of the techniques employed.

The students' opinions regarding the techniques used by the lecturers in the Speaking Class at TBI IAIN Curup area also

emphasized the effectiveness of communicative activities such as pair and group work. Many students expressed their appreciation for these activities as they provided opportunities for meaningful interactions, collaboration, and the application of speaking skills in a realistic context. Engaging in pair and group work enabled them to practice their speaking skills, receive immediate feedback from their peers, and build their self-efficacy in speaking. This finding aligns with the principles of communicative language teaching, which emphasizes the importance of authentic communication and interaction to develop language proficiency.⁵⁸

The students' also appreciate for the use of interactive games in the Speaking Class. Many students reported that these games created a lively and engaging learning environment, enabling them to practice speaking skills in a fun and interactive way. They found that the games facilitated their self-expression, boosted their confidence, and provided opportunities for real-time feedback from both the lecturer and their peers. This aligns with previous research by Yang and Chiou, who found that interactive game-based learning systems can significantly enhance student self-efficacy in speech classes.

Furthermore, the students' opinions highlighted the value

⁵⁸ Richards, J. C., & Rodgers, T. S. (2001). *Approaches and methods in language teaching*. Cambridge University Press.

of real-life or solving dilemma activities in enhancing their self-efficacy in speaking. They found activities that simulated real-life situations or presented dilemmas particularly valuable, as they allowed them to apply their speaking skills to practical scenarios. Students mentioned that engaging in role-plays, debates, or discussions on real-life topics enhanced their confidence in expressing themselves and dealing with various speaking challenges. This finding aligns with the notion that providing learners with opportunities to use language in meaningful and authentic contexts enhances their motivation and self-efficacy.⁵⁹

Another theme that emerged from the students' opinions was the positive impact of authentic materials on their self-efficacy in speaking. Students expressed their appreciation for the use of real-life resources such as news articles, interviews, and authentic videos. They believed that these materials allowed them to connect their language learning to real-world contexts, enhancing their confidence in using English for authentic communication. This finding is consistent with Bandura's self-efficacy theory, which suggests that relevance and successful experiences contribute to the development of self-efficacy beliefs.

In conclusion, the students' opinions about the techniques used by the lecturers in the Speaking Class at TBI IAIN Curup

⁵⁹ Lambert, C., & Kormos, J. (2014). Complexity, accuracy, and fluency in task-based performance: A meta-analysis. *Language Learning*, 64(2), 365-392.

area provide valuable insights for instructional practices. The positive feedback regarding communicative activities, interactive games, solving dilemma and authentic materials. Students confirms the potential of these techniques to enhance students' self-efficacy in speaking. By incorporating these techniques and addressing the identified areas for improvement, lecturers can create a more effective and empowering learning experience for their students, fostering their self-efficacy and facilitating their development as confident speakers.

BAB V

CONCLUSION AND SUGGESTION

After analyzing and interpreting the acquired data in the previous chapter, the conclusion and suggestion as the last part of this research. The conclusion below is the answer of the research questions of this research, while suggestion is intended to give information to the researchers who are interested in doing further research in this area.

A. CONCLUSION

Based on the results and discussion in chapter IV before, the researcher took some conclusions. There are several techniques used by lecturers in increasing student self-efficacy in the TBI IAIN Curup environment, especially those that are being applied in semester 2 and 4 classes of the 2022/2023 academic year, namely communicative activities that include pair and group work, interactive games, real-life topics or solving dilemmas, and authentic material.

In implementing the technique, the lecturer makes students group, often makes the teaching and learning process fun through games, learns to think critically about a given topic and the lecturer uses teaching materials that are very relevant to students' current lives so that they can significantly increase self-efficacy in speaking classes. In this case, students' opinions of the techniques used by lecturers can strengthen research results. And as a result, students stated that the techniques previously mentioned were applied in the speaking class

and had an impact on increasing self-efficacy abilities in their speaking abilities.

B. SUGGESTION

The following suggestions are proposed for a better future, The suggestion is specifically proposed as below:

1. For educational institutions

This research can serve as a valuable reference for teachers when selecting effective techniques for teaching English in speaking classes. It provides insights into how to choose and implement techniques appropriately, as well as understanding students' perspectives on these techniques.

2. For teachers and lecturers

Teaching English in a speaking class is a challenging task. Teachers and lecturers must be able to foster sense of love and comfort for learning within the classroom. It is essential to continuously improve and refine teaching techniques. Keep enthusiastic in upgrading futures generations.

3. For researchers

The researcher hopes that this study will inspire further research and encourage in-depth investigations into the topic.

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A P P E N D I C E S

Table 3.1
Observation Checklist and Field Notes Lecturers Technique to
Increase Student Self efficacy In speaking Learning

No	Name of techniques	Indicators	Items as regards classroom activities	Checklist	Notes
1	Communicative Activities (Pair Works & Group Works)	<ul style="list-style-type: none"> • Students believe in their ability to use English effectively and can solve problem in real-life conversations. • Students believe in their capability to address challenges in public speaking situations while talking in front of their pair friends. • Students motivated and empowered to actively participate and excel in speaking tasks while works together with their team. • Students have the belief and competence to speak fluently and accurately. • Students possess the 	<ol style="list-style-type: none"> 1. The lecturer enhances students' ability to express ideas confidently in English during authentic communication. 2. The lecturer follows up the activity with a class discussion on problem-solving process. 3. The lecturer gives students clear instructions on what they should do during the activity to make them feel more engaged in the learning process. 4. The lecturer provides some communicative activities for students to practice and improve their speaking skills, resulting in increased fluency and accuracy. 5. The lecturer provides practical exercises and 	<p style="text-align: center;">√</p> <p style="text-align: center;">√</p> <p style="text-align: center;">√</p> <p style="text-align: center;">√</p>	

		<p>belief and skills to articulate words and intonation effectively and increased their ability by social persuasion from their fellows.</p> <ul style="list-style-type: none"> • Students capable of understanding and adapting to diverse cultural communication nuances. 	<p>activities that have helped students improve their pronunciation and intonation in English.</p> <p>6. The lecturer encourages discussions and activities that promote awareness and appreciation of cultural diversity in communication.</p> <p>7. The lecturer provides adequate time for students to complete the activity to prevent students from feeling anxious about time constraints.</p> <p>8. The lecturer monitors and provides feedback to students during the activity.</p> <p>9. The lecturer encourages students to communicate and interact with each other in pairs or groups to enhance collaboration.</p>	<p>√</p> <p>√</p> <p>√</p> <p>√</p> <p>√</p> <p>√</p>	
2	Interactive Games	<ul style="list-style-type: none"> • Students have faith in their ability to speak English well 	<p>1. The lecturer provides clear instructions for playing games to</p>	<p>√</p>	

		<p>and overcome any speaking challenges that come in their way.</p> <ul style="list-style-type: none"> • Students sure they can improve their language skills and confidently handle any speaking situations while participating in interactive games. • Students believe to take part in speaking tasks with enthusiasm and to find solutions for any difficulties while the teacher teach use interactive games. • Students confident in their speaking fluency and accuracy, and Students can tackle any problems they encounter. • Students certain they can understand grammar and vocabulary well while participating in 	<p>boost students' understanding and confidence in engaging with the game.</p> <ol style="list-style-type: none"> 2. The lecturer encourages active participation from all students to ensure that everyone has a chance to improve language skills and abilities. 3. The lecturer chooses relevant games to the topic in order to keep students motivated and focused on the learning process. 4. The lecturer provides students with experience for improvement in fluency and accuracy by engaging them with interactive games. 5. The lecturer provides students with interactive games to practice and reinforce students' understanding of grammar and vocabulary. 6. The lecturer provides immediate feedback to students on their speaking performance 	<p>√</p> <p>√</p> <p>√</p> <p>√</p>	<p>Lecturer A sometimes only ask for someone who want to answer the question.</p>
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		<p>effectively.</p> <ul style="list-style-type: none"> • Students can understand diverse viewpoints and opinions through real-life topics, improving their assurance in handling various conversations. • Students believe they can effectively collaborate and work in teams while addressing real-life topics, boosting their speaking competence. 	<p>and evaluate each other's opinions and solutions in a more structured way.</p> <p>6. The lecturer provides feedback and collaborative discussions with students regarding the effectiveness of each solution in Solving Dilemma activity.</p>	√	
4	Authentic Material	<ul style="list-style-type: none"> • Students can confidently use language in real-life situations, demonstrating their belief in their ability to overcome linguistic challenges. • Students can engage in critical thinking while working with authentic materials, showcasing their capacity to 	<p>1. The lecturer encourages students to enhance their skills in comprehending and using real-life language, ultimately increasing their confidence in real-world language usage.</p> <p>2. The lecturer utilizes authentic material to enhance students' problem-solving skills by analyzing and interpreting language in</p>	√	√

		<p>solve intricate communication problems.</p> <ul style="list-style-type: none"> • Students can actively participate and feel motivated to excel in speaking activities involving authentic materials, illustrating their belief that they can overcome any obstacles. • Students can speak fluently and accurately when using authentic materials, and they believe they can address any language-related difficulties. • Students can understand and adapt to diverse cultural communication nuances through authentic materials, reflecting their belief in their ability to navigate intercultural challenges. 	<p>context.</p> <p>3. The lecturer chooses relevant materials to the learners' interests to make the learning experience more motivating for them.</p> <p>4. The lecturer uses real-life speaking activities (e.g., newspaper articles, videos, podcasts) to enhance students' fluency and accuracy through exposure to authentic language.</p>	<p>√</p> <p>√</p>	<p>Often Use Video</p>
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Table 3.2
Interview Guidance
Students Opinion Towards Teacher Teaching Technique to Increase
Students Self-Efficacy⁶⁰

Interview Topic	Indicator	Interview Question
Lecturer's Teaching Techniques	<ul style="list-style-type: none"> • Clarity and organization of lesson structure 	<ol style="list-style-type: none"> 1. Do you think the way your teacher teaches you helps improve your believe to your ability in speaking skills? Why or why not? 2. How does the clarity and organization of your teacher's lesson structure help you feel more capable of speaking English?
	<ul style="list-style-type: none"> • The Use of Lecturer's Teaching Technique 	<ol style="list-style-type: none"> 3. How your speaking skills before and after the use of authentic material? 4. Can you provide examples of authentic materials or real-life topics that the lecturer has used in class? Please Explain, How did it contribute to your self-efficacy? 5. How your speaking skills before and after the use of Problem solving technique? 6. Why is it important for teachers to incorporate solving dilemmas or real-life topics in their teaching to enhance students' self-efficacy? 7. How your speaking skills before and after the use of communicative activities

⁶⁰ *Op. Cit.*

		<p>technique?</p> <p>8. How often does the lecturer use pair and group work during speaking class?</p> <p>9. How is your capability to actively participate in pair and group work?</p> <p>10. How your speaking skills before and after the use of interactive games technique?</p> <p>11. Can you describe any interactive games or activities the lecturer has used during class that you found particularly engaging or effective? Please Explain!</p> <p>12. Do you think the role of the lecturer, such as the implemented techniques, plays a significant role in improving your self-efficacy in speaking skills, or are there other contributing factors?</p>
Student Self-Efficacy	<ul style="list-style-type: none"> Students believe and comfort level when speaking English 	<p>13. Before you entering speaking class, how is your self-believe in speaking English and how do you overcome the problems you encounter when speaking?</p> <p>14. How confident do you feel when speaking in English in front of others and how you solve your fearness?</p> <p>15. On a scale of 1-10, how was your level of self-efficacy after Lecturers' implement their teaching technique in speaking class?</p>
	<ul style="list-style-type: none"> Students Perceived 	<p>16. Have you noticed any</p>

	improvement in speaking skills and ability enhance in their ability while speaking English	improvements in your speaking skills since beginning this speaking class? If so, can you describe them? 17. Is there an increase in self-efficacy levels after the teaching techniques are implemented by the lecturer?
Students Opinion	<ul style="list-style-type: none"> Effectiveness of teaching techniques in improving self-efficacy 	18. In your opinion, which teaching techniques have been most effective in helping you improve your self-efficacy in speaking skills? Can you describe how? 19. Are there any teaching techniques or activities that you feel could be improved or added to better help you improve your speaking skills and self-efficacy?
	<ul style="list-style-type: none"> Students satisfaction with the teaching techniques 	20. Do you feel that the teaching techniques used by the teachers overall meet your expectations in boosting students' self-efficacy? Please explain!
	<ul style="list-style-type: none"> Suggestions for improving teaching techniques 	21. Do you have any suggestions for lecturers to enhance the implementation of techniques aimed at improving student self-efficacy in speaking skills?

Notes from Validator:

The instruments had been validated. The validator validated the instruments into two things; *the first* is content, including the coherence between the statements and indicators stated in theory. *The second* is the accuracy of grammatical aspects used in the instrument. In addition, please pay attention to your spelling.

The **blue color words or statements** mean the validator's additional point for your instrument.

The **red color** means something that you need to revise or delete.

The additional suggestion from the validator is to create an Indonesian version of the interview question items for students.

Curup, 10th of June 2023

Validator



Nastiti Handayani, M.Pd

INTERVIEW TRANSCRIPT

Researcher : *Assalamu'alaikum* Dek, mbak izin wawancara yang mbak sampaikan kemarin yaa.

Respondent 1 : *Walaikumussalam*. Iya mbak.

Researcher : Iya izin rekam gak apa -apa ya?

Respondent 1 :Gak apa -apa, mbak.

Researcher : Jadi, sekarang tuh mbak tuh cuma mau nanya opini. Karena kan kita tuh kalau dari satu sudut pandang tuh misalnya mbak wawancara Lecturer A atau misalnya mereka jawab, selesai versinya, kan. Terus udah diimplementasikan, atau belum kita gak tau. Nah yang bagus itu kan kita langsung kepada targetnya kan, on point ke studentnya. Apakah iya, apakah tidak? Kemarin masalah self -efficacy ini, responden masih ingat gak apa tuh self -efficacy itu?

Respondent 1 : Masih ingat.

Researcher : Apa tuh?

Respondent 1 : Self -efficacy itu kan mbak, bagaimana kita meyakinkan diri kita sendiri kalau kita tuh, itu tuh the next of self -confidence. Next level. Kita percaya bahwa kita tuh bisa, gitukan mbak. Terus kita juga bisa kayak mengukur kemampuan kita.

Researcher : Nah iya, Contoh simple -nya misalnya di kelas, ada satu yang paling pinter tu si A. Kalau orang lain di kelas tuh self -efficacy -nya rendah. "Ah biarlah si A aja lah yang maju". Tapi kalau self -efficacy -nyatinggi, kalau si A bisa, kenapa saya enggak?"

Respondent 1 : Oh iyaa mbak

Researcher : Nah Mbak langsung Tanya aja yaa, teknik yang sering digunakan Dosen untuk meningkatkan self efficacy. Yang pertama tuh kegiatan komunikatif atau interactive communication. Kayak per work, group work, pernah ngerasain itu?

Respondent 1 : Pernah, pernah. Pernah, Iya baik sama lecturer A, maupun B.

Researcher : Cuman ini mbak fokusnya ke Lecturer A sih, gitu. Terus kayak authentic material. Pernah pake authentic material di kelas?

Misalnya menggunakan bahan ajar yang relate sama kehidupan sekarang berbentuk video, foto, atau sama isu -isu yang lagi hot sekarang, Pernah gak?

Respondent 1 : Pernah mbak.

Researcher : Terus ada juga dilemma, apa namanya? Solving Dilema ya. Solving Dilema tuh kayak yang itu kan, yang The Boat atau yang di balon udara.

Respondent 1 : Nah yang itu juga pernah, pas mbak ngerekam itu.

Researcher : Terus yang terakhir tuh interactive games.

Respondent 1 : Pernah, sering mbak kalo main games sama beliau

Researcher : Jadi memang ternyata betul ya, ternyata memang keempat teknik inilah yang sering digunakan sama dosen. Jadi di antara keempat teknik itu, kira -kira kalau menurut respondent yang mana yang mampu meningkatkan speaking skill? karena kan opini itu gak ada yang benar gak ada yang salah ya, jadi jujur aja sesuai sama realitanya. Apakah cara mengajar yang dilakukan oleh dosen melalui keempat teknik ini tuh mempengaruhi gak sih, Kenapa?

Respondent 1 : Oke, terima kasih banyak mbak atas pertanyaannya. Jadi kalau berkenaan dengan teknik yang digunakan oleh dosen dalam mengajar, menurut saya sangat -sangat penting,mbak. Sangat berpengaruh kepada keterampilan kita dalam berbicara. Karena salah satu dari teknik tersebut kayak games gitu kan, mbak ya, untuk menarik perhatian kita. Kalau untuk pembelajaran itu kan, mbak, tergantung dengan interest kita kan,mbak. Gimana kita tertarik atau nggak itu, dengan pelajaran. Kalau dosennya pintar gitu kan, untuk attack our attention gitu kan, untuk menarik perhatian kita, willingness kita untuk belajar itu bisa lebih -lebih bagus gitu. Dan tentu itu bisa mengimprove kemampuan kita gitu,mbak. Tapi kalau dosennya cuma mengajar gitu -gitu doang, jadi nanti ngantuk, nggak enak, jadi males gitu, Mbak.

Researcher : Oke, berarti secara garis besar, anda setuju ya, kalau teknik itu ternyata mempengaruhi.

Respondent 1 : Teknik itu mempengaruhi,mbak. Contohnya kayak yang di Sinking Boat gitu kan, mbak. Itu sangat mempengaruhi, mbak. Karena nanti di grup -grup itu, mbak, kami -kami itu diberikan

berbicara itu minimal satu menit atau beberapa menit gitu kan, mbak. Nanti itu mau nggak mau, kita emang harus bisa berbicara gitu. Jadi mereka itu yang nggak bisa berbicara harus menyesuaikan.

Researcher : kalau menurut anda ini, baik yang lecturer A ya terutama, menurut saya terstruktur nggak sih cara ngajar beliau dari awal? Maksudnya kebingungan, nggak ketika beliau mengajarkan dengan step-stepnya ?

Respondent 1 : Sebenarnya tergantung dengan materinya sih, mbak. Kalau di speaking for formal setting, alhamdulillahnya nggak sih, Pak. Udah terstruktur gitu kan. Dibukanya sama ini, ada games -nya gitu kan,mbak. Terus itu games -nya juga untuk melatih speaking kita, terus ada juga materinya.

Researcher : Nah, terus, tapi berarti kalau sekarang jelas ya kalau strukturnya?

Respondent 1 : Iya jelas, jelas.

Researcher : Terus kalau Anda belajar tentang authentic material tadi kan yang kayak dari kehidupan nyata, topiknya kehidupan nyatakan, real. Ingat nggak materi apa yang pernah dikaitkan sama materi si authentic materialnya tadi? Di pelajaran speaking, ya, Ingat nggak?

Respondent 1 : Kalau saya ingat saya sih, mbak, kalau yang kayak membahas tentang case deadly live gitu, Mbakya. Mungkin kadang juga mirip sama solving dilemma, Dosen menggunakan kayak narrative story gitu, Mbak. Cerita -cerita di masyarakat. Cerita inilah cerita yang imajinatif. Tapi masih relate lah ya sama kehidupan kita sekarang. Kedua kehidupan keluarga, masih relate lah.

Researcher : Terus kalau selanjutnya, menurut anda sendiri penting nggak sih bagi seorang Dosen memberikan pembelajaran yang mirip kayak authentic material sama solving dilema? Jadi maksudnya berpengaruh banget nggak sih pembelajaran Dosen itu ketika dia ngasih materi yang topiknya masih hangat gitu? Atau memang harusnya pakai materi yang ada aja sesuai modul gitu?

Respondent 1 : Kalau menurut saya sendiri, Mbak, itu sangat-sangat penting gitu, Mbak. Karena kenapa penting? Yang pertama, Mbak, kalau menurut saya, Mbak, ya, kalau kita mempelajari kayak yang solving dilema, kemudian juga mengangkat isu -isu yang sedang hot atau popular right now gitu, Mbak, itu bisa melatih kayak critical thinking

kita dilatih. Gimana kita solving problem itu dilatih gitu, Mbak. Itu udah kegunaannya juga. Terus tingkat kreativitas itu juga ikut increase, ikut bertambah, ikut meningkat gitu, Mbak. Jadi memang benar -benar membantu, InsyaAllah.

Researcher : Oke berarti memang membantu ya. Nah, next, seberapa sering sih guru menggunakan comunicative activities yaitu membuat kalian jadi pair works atau group works. Sering nggak?

Respondent 1 : Kalau jumlahnya kayaknya lumayan sering sih, Mbak. Khususnya di Lecturer A itu kalau waktu itu pernah sampai 5 kali atau 3 kali, kalau nggak salah, Mbak. Beliau kan jarang masuk tuh. Gak apa -apa, nggak masalah. Kalau ada lima pertemuan, kayaknya 70 % -nya pakai itu semua gitu. Dari sinking boat kemudian yang kemarin itu tebak-tebakan itu pakai work in pairs semua.

Researcher : Terus kalau menurut Anda, kan sering kan kita tuh dalam pair works, group works, partisipasi Anda, partisipasi aktif dalam kelompok tuh kalau dianggakan dari 1 -10 berapa?

Respondent 1 : Kayaknya 9, Mbak. Kadang -kadang tuh ngerasa nggak enak gitu. Kan gimana ya, teman -teman tuh udah ditawarkan, ngomong -ngomong, tapi nggak ada yang mau gitu. Jadi tuh kayaknya perlu dipancing dulu gitu. Jadi kayak leader dalam grup gitu biar yang lain tuh ngomong gitu dipancing gitu, Mbak.

Researcher : Terus kalau di games nih, inget nggak, salah satu permainan yang sering digunakan sama dosen di kelas speaking yang kadang tuh berkaitan sama tema yang mau diajarin, nggak? Ingat nggak?

Respondent 1 : iya sering Relate sih mbak sama materi mengajarnya. Kayak misalkan yang kemarin tuh tentang vocabularynya di... Hukum pidana kayak Mbak ada kemarin kan? Iya, apa, sentence, kemudian, apa, executor dan sebagainya. Kan itu nanti materi pahasannya tuh tentang... Solving Dilema. Solving Dilema gitu, Mbak.

Researcher : Terus kalau yang paling efektif nih sejauh ini menurut Anda dalam meningkatkan self -efficacy dalam speaking. Game siang mana?

Respondent 1 : Yang kita tuh dipancing ngomong gitu. Pancing ngomong tuh yang ini, Mbak. Apa, sinking boat. Sinking boat. Itu the real kita emang mikir. Mikir -mikir. Harus mempertahankan diri kita, ngapain

kita yang tidak harus dikorbankan. Jadikita harus bisa defense -nya emang harus diuji gitu. Harus ngomong gitu. Mana menarik juga jadi kelasnya Mbak.

Researcher : Oke, itu tadi kan masalah teknik tuh.

Respondent 1 : Betul, Mbak.

Researcher : Jadi teknik –tekniknya begitu penerapannya. Jadi Mbak, itu mau tau apakah benar diterapkan atau tidak. Nah, next itu bakal, mbak bakal nanya terkait self -efficacy -nya tentang kepercayaan diri, tentang kenyamanan belajar di kelas, tentang peningkatan yang dirasakan dari semester lalu dan semester sekarang. Juga keterampilan berbicara serta kepercayaan diri berbicara depan umum. Nah, jadi kalau dalam skala 1 -10, seberapa percaya sih Anda ketika berbicara di depan orang banyak?

Respondent 1 : Berbicara di depan orang banyak, Mbak. 1 -10 mungkin skornya 8 ,5, insyaallah. 8 ,5.

Researcher : Kenapa nggak 9, kenapa nggak 10? Padahal kan sudah punya jam terbang tinggi, sampai Jakarta, hehee.

Respondent 1 : Hehee, Takut dibilang gimana gitu. Nggak, nggak tahu. Ini kan nggak ada judgemental, kan. Jadi kalau saya terkadang emang ngerasa bagus. Tapi memang tergantung audiencenya gimana, Mbak? Tapi ada yang nervous nya mbakk kadang-kadang, Kalau dikasih yang materi yang lumayan berat gitu, Mbak. Agak ini perlu waktu sedikit untuk mikir gitu, Mbak. Tapi kebanyakan sih, jujur sih kalau Maggie sekarang, Mbak, kalau mau berbicara kayak di depan orang -orang yang punya high profile gitu, Mbak. Karena masih agak gemetar gitu. Serius. Iya,iya. Tapi asal alhamdulillah, kayak kita bisa overcome it gitu, Mbak. Masih bisa terhandel, Mbak. Makanya 8 ,5. Masih perlu belajar banyak, Mbak. Next, 10 ya. InsyaAllah.

Researcher : Pernahkah Anda tuh memperhatikan bahwasannya ternyata sejak ada kelas speaking sama lecturer A, itu tuh meningkat drastis kemampuan berbahasa Inggris dalam berbicara?

Respondent 1 : Kalo menurut saya sendiri lumayan mempengaruhi sih mbak, emang gak bisa dipungkiri kalo basic pondasinya itu terpengaruh

dari Lecturer B yang mengajar di semester sebelumnya. jadi kerjasama Dosen speaking memang berpengaruh banget sih mbak.

Researcher : Okeee. Terus, nomor selanjutnya, kalau menurut Anda, ada nggak sih kaitan antara peningkatan keterampilan berbicara atau kepercayaan diri kita di depan umum itu karena teknik yang digunakan sama dosen ini? Atau ada faktor yang lain?

Respondent 1 : Kalau faktor kan banyak, Mbak. Tapi tentu kalau faktor yang menggunakan teknik tadi ada. Tentunya kalau kayak di group. Itu kan kita belajar public speaking, jadi ada juga. Tapi kalau faktor yang paling berpengaruh, sepertinya memang kayak kita apalah latihan atau ada memang langsung implementasinya di depan kelas. Dari faktornya memang ternyata dari diri sendiri juga berperan, tapi pengaruh dari dosen itu kuat 50 -50. Jadi ketika misalnya dari diri kita ada motivasi, tapi tekniknya dosen ini sudah jelas, itu sudah akan jadi self -efficacy yang sempurna. Kalau dua -duanya pas, insyaallah. Itu tadi tentang self -efficacy, mbak. Memang kalo di dunia pendidikan peran Guru itu besar banget. Percuma kalo sudah ada keyakinan, tapi gurunya gak pinter bawa suasana kelas gitu mbak.

Researcher : Nah, lanjut ke opini Anda sendiri tentang teknik yang digunakan dalam meningkatkan self -efficacy. Apakah itu efektif? Apakah ada saran? Terus ada kepuasan dalam melihat dosen itu mengimplementasikan tekniknya. Jadi menurut Anda teknik pengajaran manusia dari empat tadi yang paling membantu meningkatkan ketampilan untuk bicara. Tadi kan ada empat. Pertama, apatadi? Pair work, group work, atau interactive activities. Terus ada juga solving dilemma. Terus ada juga authentic material. Dan yang terakhir, interactive games.

Respondent 1 : Yang paling berdampak, menurut saya, speaking for myself, I strongly believe itu pasti interactive games, dan juga solving dilemma. Dua, itu yang paling inputnya banyak. Inputnya banyak itu yang solving dilemma dan juga interactive games. Oke, yang solving dilemma, mbak. Yang solving dilemma itu sangat -sangat membantu. Kenapa sangat membantu? Kalau menurut Saya, itu benar -benar menuntut kita untuk berpikir gimana sih untuk bisa memahami, terus memahami cari solusinya. Pokoknya itu mengasah kreativitas kita dan juga cara kita berpikir perluas. Kalau yang interactive games itu bagaimana strategi yang sangat pas untuk

menarik, attract our attention. Menarik perhatian kita, biar ke depannya nanti belajarnya mau, nggak ngantuk, dan juga nanti kalau kita udah nggak ngantuk, pelajarannya nempel di otak, kita pasti lebih paham dan kita lebih mau ngomong. Lebih ingin berbicara. Ada intensinya dong, willingness -nya, greet -nya, tekatnya untuk berbicara itu ada. Dan itu juga dibuktikan sama teman -teman yang lain. Kalau belajar sama orang seperti itu enak kalau ada game - game gitu katanya. Bisa ngomong bebas adalah game interactive.

Researcher : Nahh terus Yang paling ngaruh, teknik atau aktivitas pengajaran yang menurut Anda itu harusnya ditambah saran untuk Lecturer A. Kira -kira apa yang sesuai pengalaman, Ada nggak?

Respondent 1 : Mungkin yang work in pairs. Itu tuh tekniknya kan, harusnya dua -duanya ngomongnya secara bergantian. Terkadang tuh ada teman kita yang kurang mau, cuma ngomong berapa detik, 15 detik udah nggak bisa, kamu aja lah ngomong. Jadi menurut saya pribadi, si dosen harus bisa ngerangkul gimana sih cara yang ini biar lebih bisa. Mungkin kayak ditambah, dikasih tips and trick, pokoknya di rangkul lah gimana caranya. Biar yang lain mau ngomongnya lebih, biar nggak terlalu dominan satunya. Kalau teknik tambahan gitu, mbak ya. Kayaknya nggak ada sih, mungkin sedikit saran tuh kayak ditanya, semua murid itu ditanya, jangan hanya murid tertentu gitu. Lebih baik kita menanyakan ke orang secara bergantian daripada kita, "anyone wanna answer this question?" Yang menawarkan. Kalau menawarkan kan, yang jawab ya paling siapa gitu jawaban. Kalau semuanya diem gitu kan mbak, kan nggak enak tuh sama si dosennya udah nanya, tapi semuanya diem gitu. Jadi terpaksa kita-kita tuh yang jawab, jadinya setiap siswa mahasiswa tuh punya kesadaran, jangan -jangan nanti yang ditanya.

Researcher : Oke, terus terakhir nih, pertanyaan terakhir. Menurut Anda, apakah teknik -teknik yang sudah digunakan dari awal masuk semester kemarin sudah sesuai harapan nggak untuk meningkatkan self -efficacy? Atau sebenarnya banyak nih yang perlu ditingkatkan?

Respondent 1 : Kalau dari teknik mbak ya, kalau speaking mbak, kalau dari Sya sendiri sih mbak, Alhamdulillah ya dari speaking -nya sama Lecturer A dan B, belajarnya nggak monoton, nggak selalu di kelas, selalu di corner, kadang keluar ngobrol dengan mbak Rahal, ngobrol dengan karting, ngobrol dengan teman -teman yang lain, nggak dapat input

lebih banyak gitu kan. Terus sangat -sangat pas, sangat bagus gitu mbak.

Researcher : Nah ada sedikit aja kalau dari 1 sampai 10, kemampuan self-efficacy Andanih dari yang kita udah perbincangkan tadi kan faktor -faktor indikator. Nah menurut Anda berapa tuh self-efficacy Anda sekarang? Gapapa jujur aja, kalau ngerasa pede?

Respondent 1 : Sembilan sih mbak kalau self-efficacy saya mbak. Saya ngerasa kayak ya berapa lah tinggal ngomong mbak gitu. Iya ngerasa gitu ya, beda lah sama orang yang masih ngerasa deg -degan, terlalu berdeg -degan. Tapi Saya tetap harus banyak belajar lagi mbak.

Researcher : Thank you.

Respondent 1 : You're welcome mbak. You're very welcome.

Researcher : I'm really happy because you helped me.



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI CURUP
FAKULTAS TARBIYAH

Jln. Dr. AK Gani No.01 Kotak Pos 108 Telp. (0732) 21010-21759 Fax.21010
Homepage: <http://www.iaicurup.ac.id> Email: admin@iaicurup.ac.id Kode Pos 39119

Nomor : 395 /In.34/FT/PP.00.9/05/2023
Lampiran : Proposal dan Instrumen
Hal : Permohonan Izin Penelitian

24 Mei 2023

Kepada Yth. Rektor IAIN Curup

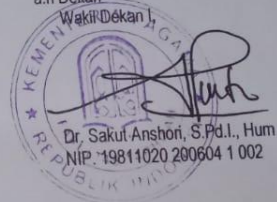
Assalamualaikum Wr, Wb

Dalam rangka penyusunan skripsi S.1 pada Institut Agama Islam Negeri Curup :

Nama : Rahayu Astari
NIM : 19551047
Fakultas/Prodi : Tarbiyah / TBI
Judul Skripsi : Lecturers' Teaching Technique to Increase Students' Self Efficacy
Waktu Penelitian : 24 Mei 2023 s.d 24 Agustus 2023
Lokasi Penelitian : IAIN Curup

Mohon kiranya Bapak berkenan memberi izin penelitian kepada Mahasiswa yang bersangkutan.
Demikian atas kerjasama dan izinnya diucapkan terimakasih

a.n Dekan



Tembusan : disampaikan Yth :

1. Rektor
2. Warek 1
3. Ka. Biro AUAK
4. Arsip

DOKUMENTASI





BIOGRAPHY



RAHAYU ASTARI is a cheerful girl born on March 27, 2001. She is the pride of Mr. Ariadi and Mrs. Siti Dahlia, and has a sister named Anggun Arini. Little Rahayu attended elementary school at SDN 04 Curup Tengah, followed by Junior High School at SMPN 2 Rejang Lebong, and then continued to Senior High School at SMAN 1 Rejang Lebong. In 2019, Rahayu pursued higher education at the State Islamic Institute of Curup. With great enthusiasm, she challenged herself by choosing the best-accredited major, English Tadris Study Program. During her college years, Rahayu's career began to take shape. She participated in English debate competitions across Sumatra and became a GenRe Ambassador, eventually becoming the leader of GenRe Rejang Lebong in the following year. In 2023, Rahayu successfully completed her studies at TBI IAIN Curup.