

**LECTURER STRATEGIES TO ENHANCE STUDENTS'
SELF- CONFIDENCE IN TEACHING SPEAKING AT FIFTH SEMESTER
OF ENGLISH STUDY PROGRAM IN IAIN CURUP**

THESIS

This Thesis is submitted to fulfill the requirement
For “Sarjana” Degree in English Language Education



By:

Faisal Ramadhani

NIM: 17551016

**ENGLISH TADRIS STUDY PROGRAM
FACULTY OF TARBIYAH
THE STATE ISLAMIC INSTITUTE OF CURUP**

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SUPERVISORS APPROVAL

Hal : **Pengajuan Skripsi**
Kepada

Yth. Bapak Dekan Fakultas Tabiyah
di tempat

Assalamu'alaikum Wr.Wb

Setelah mengadakan pemeriksaan dan pembimbingan serta perbaikan seperlunya, maka kami berpendapat skripsi Mahasiswa IAIN Curup oleh:

Nama : Faisal Ramadhani
NIM : 17551016
Fakultas : Tarbiyah
Prodi : Tadris Bahasa Inggris (TBI)
Judul : Lecturer Strategies to Enhance students' self-confidence in Teaching Speaking Fifth Semester English Study Program in IAIN CURUP

Setelah mengadakan pemeriksaan dan perbaikan seperlunya, maka kami berpendapat bahwa skripsi ini dibuat dengan sebenar-benarnya atas perhatiannya saya ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb,

Pembimbing I

Pembimbing II

Dr. Paidi Gusmuliana, M.Pd

Sarwo Edy, M.Pd

NIP. 198408172015031004

NIP. 2007068102



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

A P P R O V A L

Nomor : 2222/In.34/F.TAR/I/PP.00.9/08/2023

Name : **Faisal Ramadhani**
NIM : **17551016**
Departement : **English Tadris Study Program**
Title : **LECTURER STRATEGIES TO ENHANCE STUDENTS' SELF-CONFIDENCE IN TEACHING SPEAKING AT FIFTH SEMESTER OF ENGLISH STUDY PROGRAM IN IAIN CURUP**

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

Day / Date : **Friday, August 04th 2023**
Time : **08.00 a.m – 09.30 a.m**
At : **Room 8 Munaqosyah Building IAIN Curup**

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

Examiners

Head

Dr. Paidi Gusmuliana, M.Pd
NIP. 19840817 201503 1 004

Secretary

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

Examiner I

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

Examiner II

Dr. Sakut Anshori, S. Pd. I., M. Hum
NIP. 19811020 200604 1 002

Dean

Faculty of Tarbiyah

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



LEGALIZATION OF FREEDOM IMITATION

The writer who sign below :

Name : Faisal Ramadhani

Nim : 17551016

Prodi : English Education Study Program

Faculty : Tarbiyah

State the thesis under the title **“Lecturer Strategies to Enhance students’ self-confidence in Teaching Speaking Fifth Semester English Study Program in IAIN CURUP”** is pure and never proposed to get scholarship in IAIN Curup and others University. This statement is made truly, if in the next day there is any mistake the writer ready to accept the punishment or the other critic from IAIN Curup suitable with its regulation.

Curup, July 2023

Writer

Faisal Ramadhani
NIM . 17551016

MOTTO AND DEDICATION

- **My success is only by Allah**
- **Whoever goes to gain knowledge to practice knowledge, surely the slightest knowledge will be useful for him**
- **Life needs knowledge , death needs knowledge , science for rich , science for charity**

With Gratitude And Love This Thesis Is Dedicated To :

- **My beloved Parents “Mom (Elvi Honesta Quin), Uncle and Aunt (Fakhri Yanto, M.Pd and Besti Nature, S.Pd)” Thank you for all love, unconditional supports, and for everything that you have given to me and I love you so much**
- **My beloved brothers and sisters**
- **To my best friends “Who have already accompanied me even in the hard situation, i consider you’re my best friends**
- **To all my beloved friends in TBI 2017 generation**

ABSTRACT

Faisal Ramadhani : The Lecturer Strategies in Enhancing Students' Self-Confidence in Teaching Speaking
Advisor : Dr. Paidi Gusmuliana, M.Pd
Co- Advisor : Sarwo Edy, M.Pd

This research was aimed to investigate The Lecturer Strategies in Enhancing Students' Self-Confidence in Teaching Speaking. The researcher formulated the problem into two research questions which was answered by using descriptive approach and qualitative method. There are two lecturers who taught speaking being investigated in this research. The selecting of subject by using purposive sampling with pre-observation before research was conducted. In collecting the data, the researcher used observation and interview to know lecturers' strategy and implementation the strategy to enhance students' self-confidence in teaching speaking. In analyzing the data, the researcher used descriptive analysis proposed by gay. Based the research findings, There were 10 strategies used by the lecturer in enhancing students' self-confidence; English speaking games, group discussion, pair work, giving appreciation, giving motivation, drilling, says equipment and handout, interview activity and collaborative learning. Meanwhile, the implementation of each strategy was different. The strategies used in pre-activity and main activity depending on lecturers needed. The steps are; opening the class, giving games as the brainstorming, divided students into pair, group, and individual work.

Keywords; Strategy, Self-Confidence, Teaching Speaking

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Bismillahirrahmanirrohim

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The researcher realized this thesis needs suggestion in order to make this thesis more valuable .May Allah SWT give the best reward and his bless for us. AAMIIN ya robbal-amin.

Wassalamualaikum wr,wb

Curup, 13 July 2023

Researcher

FAISAL RAMADHANI
NIM.17551016

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CHAPTER I

INTRODUCTION

In this chapter the researcher discusses about related of the critical consists of background of study, the problem of research, the objective of research, operational definition, and the significance of the research.

A. Background of the study

In this time, English now plays an important role and English is an international language so it also to connect and have a good friendship with people from many other nations, many people use English. Learning English has thus become a requirement in our lives. It is important for us to master four English skills while learning English such as: listening, speaking, writing, and reading. Here are several other elements such as grammar, vocabulary, pronunciation, spelling, and some others, that also help the process of learning English. Nevertheless, speaking is one of the other significant skills that need to be learned in learning English, as this ability is required in oral communication with other English speakers around the world.

Speaking skills are very useful in conversation as highlighted above. The truth, however, shows that some individuals lack faith in delivering sentences in a spoken way while learning English and most of them assume that speaking skills are harder than other skills. According to Dincer and Yesiyurt speaking skill is considered as one of difficult skills among the other four skills (writing, speaking,

listening, and reading). This raises a special concern for some researchers and ways to make students get more interested in and improve their speaking are often suggested.¹

Despite the fact that speaking is necessary for students to practice their ability to produce English words, phrases, or ideas, there are obstacles that can prevent students from speaking, such as lack of trust, feeling of anxiety, difficulty properly expressing phrases, and some other issues. It is clear that there are several difficulties that students experience while speaking. The lack of trust of students in communicating sentences, phrases or ideas in English is one of the problems.

According to Tuan & Mai the first problem is inhibition. Students often feel unsecured when they try to express something in a foreign language. They are afraid to make errors in speaking, get bad comments, or feel embarrassed and scared when people are looking at them while they speak.²

In the case of a lack of trust among students, teachers have an important role to play in identifying successful ways to empower students who lack trust. It is difficult to discover because there are several topics that arise from the students. If due to lack of trust, students are demotivated to speak, their learning process would be impacted.

¹ Dincer, A., & Yesilyurt, S. (2017). Motivation to speak english: *A self-determination theory perspective*, 53, 1-25. Retrieved from <https://files.eric.ed.gov/fulltext/EJ1153672.pdf>

² Siwi, F, C. (2014). The use of role-play technique to improve class viii d students' speaking confidence in SMPN 1 merbau mataram. *Publication Article*, 1-88. Retrieved from https://www.academia.edu/8323099/The_Use_of_Roleplay_Technique_to_Improve_Class_VIII_D_Students_Speaking_Confidence_in_SMP_N_1_Merbau_Mataram

In developing the speaking skills of students, particularly for their future careers, it is important for teachers to find the right strategies. Kuivamaki says that in vocational schools, English is needed for their future such as social and healthcare fields, customer service and have a good speaking skill for business and administration.³ Based on the importance of enhancing students' speaking skills in learning English, a piece of research on this matter was done. We perceived the need to share the ways some vocational school teacher implemented in helping their students' speaking skill improve.

Data were gathered through some interviews with the lecturers and an observation conducted in speaking class at fifth semester at IAIN CURUP in Curup Utara, Bengkulu, Indonesia. The lecturers said that there have been a great number of the students who have lack of confidence. So, it influenced low motivating in speaking English. However, they used some strategies to overcome the student's low self confidence in speaking English. The strategies were a great help to encourage students revealing words, sentences or ideas in their own way and made them feel confident to speak out everything in their mind, because after the results of observations and interviews that I did to students at the beginning of the semester, they lacked confidence in the previous semester in speaking class after I did interviews with several of their lecturers and also the results in increasing self-confidence had increased in terms of confidence when speaking in

³ Kucuker, Y. (2004). *The effects of activities based on role-play on ninth grade students' achievement and attitudes towards simple electric circuits*. Retrieved August 13, 2018 from <https://etd.lib.metu.edu.tr/upload/12605375/index.pdf>

class speaking based on observations above so I am interested to see how the lecturer's strategy in increasing self-confidence in these students.

Hopefully, the results of this study can be beneficial for the students to gain more confidence in speaking and very helpful for them in the future to improve their level of speaking. It is hopefully x ttyp also useful for the teachers to implement the strategies in their classes whose have students have similar problems.

B. The problem of Research

Based on explanation above the researcher formulated the research's question as follows:

1. What are the teaching strategies used by lecturer to enhance self-confidence in speaking?
2. How do the lecturers implement the teaching strategies to enhance self-confidence in speaking?

C. The objective of Research

The objectives of the research are to investigate:

1. To know the strategies used by lecturer to enhance self-confidence in speaking
2. To know do the lecturers implement the strategies to enhance self-confidence in speaking

D. Definition of Key Terms

The definition of the key terms in this title as follow:

a. Definition of Speaking

Speaking is an important thing in communication, and often used as a benchmark of someone that is able to use language well or not. If the people considered that the speaking technique of someone are good, so they will assume that person able to master the language well.

b. Self-confidence

According to Al-Hebaish, one of the influential parts which are affecting learning is self-confidence.⁴ Self-confidence leads the learners to have good motivation and positive thought to learn a new thing.

c. Teacher strategies

Strategy is a plan designed for a particular purpose.⁵ From the definition, the researcher concludes that the teaching strategy is a plan, technique or way of teacher within their efforts for a particular purpose. Teaching strategy in this researcher is the way that the English teacher used in teaching English in large class

⁴ Al-Hebaish, S. M. (2012). The Correlation between General Self-Confidence and Academic Achievement in the Oral Presentation Course. *Theory and Practice in Language Studies*, 2(1), 60-65. doi:10.4304/tpls.2.1.60-65

⁵ A.S Hornby, *oxford Advanced learners' Dictionary of current English Fifth Edition*(New York: Oxford University Press, 1995), p. 179

E. The significance of the Research

The result of this research hoped that is hopefully useful for:

1. The English Teacher

In order to know how to deal with students who do not understand speaking a little, there are guidelines for dealing with some of the teaching strategies that are obtained.

2. The students

The result of the study will make student easy to learn English and be motivated to learn.

3. The researcher

This finding can be used by other researcher who is interested in English to get useful information.

4. Future Research

To the researchers who will be in accordance with the context of my research, it can be used as reference material for future research and so that it can be used in accordance with the research context.

CHAPTER II

THE REVIEW OF RELATED LITERATURE

This chapter is presented to highlight some theories connected to the basic of the research. It covers speaking, learning strategies, strategies in speaking, and the components of strategies in speaking. The explanation of each literature is explained briefly as follows:

A. Speaking

1. Definition of Speaking

Speaking a foreign language is not an easy skill to be mastered by learners. Learners consider speaking as the most difficult skill since it needs great courage as well as preparation to speak well in the new language. Regarding this, Brown says speaking has five components namely: grammar, vocabulary, comprehension, fluency and pronunciation.⁶ Meanwhile, Cameron states that speaking is the active use of language to express meaning so that other people can make sense of them. Meanwhile as a language skill, speaking which is said as has to be interactive, and in other condition, discourse management is also required

⁶ Brown, H. D. (2004). *Language assessment: Principle and classroom practices*. New York: Pearson Education.

in speaking⁷. As Thornbury states speaking is interactive requires the ability to cooperative in the management of speaking turns⁸. Nunan Speaking is physically situated face -to- face interaction: usually speaker can see each other and so can refer to the physical context and use a number of physical signals to indicate to the interaction and their intention to contribute and their attitude towards what is being said.⁹

From the explanation above the writer conclude that speaking is the ability to speak that understands each other between the speaker and receiver to express an expression using language in certain situations

2. Aspects of Speaking Skills

In teaching speaking, there are some aspects which considered by teacher. According to Hughe, there are five components of speaking, namely: pronunciation, grammar, vocabulary, fluency and comprehension¹⁰.

a. Pronunciation

Pronunciation is the way for students to produce clearer language when they are speaking. It means that the student can communicate

⁷ Cameron. K.S. 2005. *Organizational Effectiveness: Its Demise and Reemergence through Positive Organizational Scholarship*. dalam Michael A. Hitt and Ken G. Smith (Eds.) *Handbook of Management Theory: The Process of Theory Development*. London: Oxford University Press : Page 40

⁸ Thornbury, Scott. 2015. *How to Teach Speaking*, New York: Pearson Education. Limited.

⁹ Nunan, David & Ronald, Carter. 2001. *The Cambridge Guide to Teaching English to Speakers of other Languages*. Cambridge: Cambridge University Press

¹⁰ Hughes, Arthur. 2003. *Testing for Language Teachers*. Cambridge: Cambridge University Press. P.118, 131.

effectively when they have good pronunciation and intonation even though they have limited vocabulary and grammar. Pronunciation refers to the traditional or customary utterance of words. From that statement can be concluded that pronunciation is the way for students to produce the utterance words clearly when they are speaking¹¹. English pronunciation does not amount to mastery of a list of sounds or isolated words. Instead, it amounts to learning and practicing the specifically English way of making a speaker's thoughts easy to follow¹².

Moreover, pronunciation includes all those aspects of speech which make for an easily intelligible flow of speech, including segmental articulation, rhythm, intonation and phrasing, and more peripherally even gesture, body language and eye contact¹³. Based on the statement above can be concluded that Pronunciation includes many aspects that include articulation, rhythm, intonation and phrasing, and more peripherally even gesture, body language and eye contact.

¹¹ Kline. J.A. 2001. *Speaking Effectively: A Guide for Air Force Speakers*. Alabama: Air University Press. Page : 69

¹² Gilbert. B. Judy. 2008. *Teaching Pronunciation*. New York: Cambridge Page 1

¹³ Fraser, H.2001. *Teaching Pronunciation: A guide for teachers of English as A Second Language*. Canberra: Department of Education Training and Youth Affairs.

b. Grammar

Grammar is needed for the students to arrange correct sentences in conversation both in written and oral forms. Grammar is defined as a systematic way of accounting for and predicting an ideal speaker's or hearer's knowledge of the language. This is done by a set of rules or principles that can be used to generate all well-formed or grammatical utterances in the language¹⁴.

The grammar of a language is the description of the ways in which words can change their forms and can be combined into sentences in that language¹⁵. Thus, from the statements above can be concluded that the function of grammar is to arrange the correct meaning of sentences based on the context; in addition, it is used to avoid misunderstanding in each communicator.

c. Vocabulary

Vocabulary is essential for successful second language use because without an extensive vocabulary, we will be unable to use the structure and function we may have learnt for comprehensible communicative. It can be said that one key the success in communicative, which is the power of words..

¹⁴ Purpura, James E. 2004. *Assesing Grammar*. United Kingdom: Cambridge University Press.

¹⁵ Harmer, J. 2001. *The Practice of English Language Teaching*. London: Longman Group

Vocabulary means the appropriate diction or the most important thing in a language especially in speaking; furthermore, knowing many vocabularies will be easier to express our ideas, feelings and thoughts both in oral or written form. In spoken language, the vocabulary tends to be familiar and every day¹⁶. It means that in spoken language or speaking, the vocabulary used must be very familiar and it is used in everyday conversation in order to understand the spoken discourse. Vocabulary is a basic building block of language learning. Students need to know words, their meanings, how they are spelt and how they are pronounced. Thus, when teaching vocabulary, the teachers have to make sure that they explain the meaning as well as the spelling and pronunciation. Vocabulary is the knowledge of meanings of words. What complicates this definition is the fact that words come in at least two forms: oral and written.

Oral vocabulary is the set of words for which we know the meanings when we speak or read orally. Written vocabulary consists of those words for which the meaning is known when we write or read silently. These are important distinctions because the set of words that beginning readers know are mainly oral representations. As they learn to read, written vocabulary comes to play an increasingly larger role in

¹⁶ Turk, C. 2003. *Effective Speaking : Communicating in Speech*. London: Spon Press.

literacy than does the oral vocabulary¹⁷. Moreover, Vocabulary is a set of lexemes including single words, compound words and idioms¹⁸.

d. Fluency

Fluency is defined as the ability to speak communicatively, fluently and accurately. Fluency usually refers to express oral language freely without interruption. In the teaching and learning process, if the teacher wants to check students' fluency, the teacher allows students to express themselves freely without interruption. The aim is to help students speak fluently and with ease. The teacher does not correct immediately whereas the idea being that too much correction interferes with the flow of conversation¹⁹.

e. Comprehension

Comprehension is an ability to perceive and process stretches of discourse, to formulate representations of the meaning of sentences. Comprehension of a second language is more difficult to study since it is not; directly observable and must be inferred from overt verbal and nonverbal responses, by artificial instruments, or by the intuition of the teacher or researcher. Comprehension refers to the fact that

¹⁷ Hiebert, E. H. and Kamil, M. L. 2005. *Teaching and Learning Vocabulary : Bringing Research to Practice*. London: Lawrence Erlbaum Associates.

¹⁸ Richards, J. C. and Schmidt, R. 2002. *Longman Dictionary of Language Teaching and Applied Linguistics: Third Edition*. London: Pearson Education.

¹⁹ Pollard, Andrew. 2008. *Reflective Teaching 3rd Edition Evidence Informed Professional Practice*. Continuum International Publishing Group

participants fully understand the nature of the research project, even when procedures are complicated and entail risks²⁰.

Therefore, in speaking can be concluded that the comprehension refers to the speakers' understanding about what they are saying to the listeners in order to avoid misunderstanding information; in addition, its function is to make the listeners easily catch the information from the speaker.

B. Strategies in Teaching Speaking

According to Ur there are some characteristics of successful speaking, they are learners talk a lot, participation is even, motivation is high, and language is of an acceptable level. Success in speaking is the purpose of teacher in teaching speaking. It can occur if the strategies used by teacher are highly effective. Students' success in speaking depends on the teacher's way in teaching speaking.²¹ To find a suitable strategy in teaching is not easy, teachers should think about how the strategy will be implemented, is it appropriate to students' needs or not.

In the teaching learning process of speaking, teachers need speaking strategies to make the learning process work well and can help students speak

²⁰ Cohen, L., Manion, L. and Morrison, K. 2005. *Research Methods in Education: Fifth Edition*. London: Routledge Falmer

²¹ Ur, Penny. (1991). *A Course in Language Teaching*. Cambridge: Cambridge University Press

well and correctly. Killian on The Australian Society for Evidence Based Teaching explained how to improve student's speaking skill needed most teaching strategies in class. Those teaching strategies are collected to fulfill the language learners' needs during learning English, especially in speaking²².

The strategies are as follows:

1. Setting Clear Lesson Goals

It is crucial that teacher be clear about what he wants students to learn during each lesson. If teacher cannot quickly and easily state what he wants the students to know and be able to do at the end of a given lesson, the goal of the lesson will be unclear. Clear lesson goals help teacher (and students) to focus every other aspect of lesson on what matters most.

2. Showing & Telling

Teacher should normally start lessons with show and tell. Put simply, telling involves sharing information or knowledge with the students while showing involves modeling how to do something. When teacher has cleared about what he wants students to know and be able to do by the end of the lesson, a teacher needs to tell them what they need to know and show how to do the tasks.

3. Questioning to Check for Understanding

²² Killian, S. (2015). Top 10 Evidence Based Teaching Strategies. <http://www.evidencebasedteaching.org.au/evidence-based-teaching-strategies>

Research suggests that teachers typically spend a large amount of teaching time asking questions. However, few teachers use questions to check for understanding within a lesson. However, a teacher should always check for understanding before moving onto the next part of their lesson. Techniques such as randomized sampling, student answer-boards and tell-a-friend are helpful.

4. Summarizing New Learning in a Graphical Way

Graphic outlines include things such as mind maps, flow-charts and Venn diagrams. Teacher can use them to help students to summarize what they have learned and to understand the interrelationships between the aspects of what teachers have taught them. Discussing a graphical summary is a fantastic way to finish off teacher's show and tell. Teacher can then refer to it one more time at the end of the lesson.

5. Plenty of Practice

As said by Killian, practice makes perfect. Practice helps students to retain the knowledge and skills that they have learned while also allowing another opportunity to check for understanding. If teacher wants to harness the potent power of practice, he must ensure that students are practicing the right things. Finally, research shows that students do better when their teacher has them practice the same things over a spaced-out period of time.

6. Providing Students with Feedback

Feedback is the breakfast of champions, and it is the breakfast served by extraordinary teachers around the world. Put simply, giving feedback involves letting the students know how they have performed on a particular task along with ways that they can improve. Unlike praise, which focuses on the student rather than the task, feedback provides students with a tangible understanding of what they did well, of where they are at, and of how they can improve.

7. Being Flexible about How Long it Takes to Learn

The idea that given enough time, every student can learn is not as revolutionary as it sounds. It is also the central premise behind mastery learning, a technique that has the same effect on student results as socio-economic status and other aspects of home life.

8. Getting Students Working Together (in productive ways)

Group work is not new and teachers can see it in every classroom. However, productive group work is rare. When working in groups, students tend to rely on the person who seems most willing and able to the task at hand. To increase the productivity of the groups, teachers need to be selective about the tasks they assign to students and the individual role that each group member plays.

9. Teach Strategies Not just Content

Teachers can increase how well students do in any subject by explicitly teaching them how to use relevant strategies. When teaching children to read, teacher needs to teach them how to attack unknown words, as well as strategies that will deepen their comprehension. When teaching them Mathematics, you need to teach them problem-solving strategies. And, just as with content, you need to tell students about these strategies, to show them how to use them and to give them guided practice before asking them to use them independently.

10. Nurture Meta-Cognition

Many teachers believe they are encouraging students to use meta-cognition when they are just asking students to use strategies – strategies such as making connections when reading or self-verbalizing when solving problems. Encouraging students to adopt strategies is important, but it is not meta-cognition. Meta-cognition involves thinking about options, choices and results – and it has an even larger effect on student results than teaching strategies. When using meta-cognition the students may think about what strategies they could use before choosing one, and they may think about how effective their choice was before continuing with or changing their chosen strategy.

From the explanation above, it can be concluded that the strategies are very important in teaching and learning process. The

right strategy can help the students in achieving the goals in speaking. Teachers must be able to apply the right strategies to help students in achieving the target language.

C. Self Confidence

According to Brown, self-confidence is the students' belief in their ability that is fully capable of accomplishing a task²³. Self-efficacy and self-esteem are two main things that contribute to self-confidence. The students will gain a sense of self-efficacy when they see themselves mastering skills and achieving goals in the teaching learning activity. The self-efficacy comes in when the students feel they are capable of completing a given task. It means that self-confidence refers to the students' belief in their capacity to perform and handle specific tasks. Someone who has good self-confidence seems, can speak well. But not all Indonesian students have good self-confidence. It is important to enhance students' confidence to help them overcome their English speaking problem.

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

²³ Brown, H. D. (2001). *Teaching by principle and interactive approach to language pedagogy*. New York: Longman Inc.

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

D. Strategies to improve confidence in English speaking skill

Many experts or academicians of English language teaching, thus far, have offered various strategies which can be applied by English teachers to enhance students' confidence in English speaking skills. Such strategies are proposed either from research or from classroom-based experiences. The premise held is that once one's confidence in English speaking increases, the possibility of his English skill to improve is huge because his confidence will guide him to persistently invest much in English speaking practice, either by teacher control or by himself in an independent manner. The strategies suggested by the aforesaid experts or academicians are as follows:

1. English speaking games

The provision of English-speaking games will be very beneficial to help students improve their confidence in English speaking. Granger explained that games are always fun, and the sense of fun in practicing English speaking will lower students' affective filter. In such a way, students can

build up their positive attitude towards English speaking practice. Their positive attitude will end up with great confidence.²⁴ The theory of lowering affective filter has been initiated by Krashen²⁵ who argued that the door way of second language acquisition to happen is through students' affective domain which opens and allows the targeted information to come in. affective filters such as fear and anxiety can hinder students' confidence to acquire English as a second language. It means that an English teacher has a big responsibility to find ways to make students happy in learning so that they can naturally have their confidence increased, and they can open a huge opportunity to take a higher level of language ability. That is why Granger²⁶ has popularized his books about playing games with English.

2. English drama

Drama is a scripted roleplay performed to exhibit a story. A modern drama uses a language as the medium of communication. For learners of English, the English language used as a medium of a drama can be a helpful way to increase students' confidence in speaking. During practice, a scripted speaking activity will lower students' anxiety of getting stuck on idea delivery. It means drama can be a practical way to lose students' anxiety

²⁴ Colin Granger, "Play Games with English, 1. Teacher's Resource Book" (Oxford: McMillan, 1996).

²⁵ Stephen D Krashen, *Principles and Practice in Second Language Acquisition* (California: Pergamon Press Inc., 1982).

²⁶ Granger, "Play Games with English, 1. Teacher's Resource Book."

about speaking English somewhere along the way they are trying to activate their English mental language for their further abilities to produce English in a spontaneous way. According to Shand, who has conducted a study on drama as a strategy to improve students' confidence in English speaking, drama is indeed effective especially for its benefit to make students familiar with or accustomed to using fixed English expressions²⁷.

3. Group discussion

A group discussion is part of collaborative learning activity²⁸. Collaborative learning adopts a socio-cultural theory which has been argued as a critical theory which underlines an effective learning, including English learning²⁹. Practically, a group discussion opens an opportunity for learners to come up with their ideas to address a certain issue assigned by a teacher. Active communication triggered by a group discussion during learning English will naturally challenge learners to be accustomed to make arguments using English. According to Osboe et al, such a habit of making arguments in English, if done persistently, will contribute to students' confidence in English speaking. Students will be accustomed to making mistakes, and they will not be so anxious about

²⁷ Jennifer Wood Shand, "The Use of Drama to Reduce Anxiety and Increase Confidence and Motivation towards Speaking English with Two Groups of English Language Learners" (The University of Arizona, 2008).

²⁸ J. Naeini, "The Effect of Collaborative Learning on Critical Thinking of Iranian EFL Learners" (Islamic Azad University, Central Tehran branch, Tehran, Iran, 2005).

²⁹ Mamour Choul Turuk, "The Relevance and Implications of Vygotsky's Sociocultural Theory in the Second Language Classroom," *ARECLS* 5 (2008): 244-62.

making mistakes during speaking in English because they have perceived that the mistakes are part of English learning processes³⁰.

4. Pair work

Pair work is an activity where students are assigned to work with a partner to do a task. In learning English, Watcyn-Jones explained that speaking English alone, if not well-trained, will increase students' anxiety and fear of making mistakes, so pair work can be a good solution as a first step to help students decrease their anxiety and increase their confidence. Also, pair work can help students get the sense of real communication since natural communication always goes on in a two-way fashion³¹.

5. Drilling

Drilling is a step to create habituation in the use of certain levels of English. Drilling adopts an old paradigm of English learning which is anchored in behaviorism theories. However, drilling is still effective to help learners avoid making similar mistakes regarding the already-learned English utterances. In speaking, according to Yung, drilling will be beneficial to increase students' confidence because repetition made during English speaking activities will build up students' English-speaking

³⁰ Sarah Osboe, Tomoko Fujimura, and Rob Hirschel, "Student Confidence and Anxiety in L2 Speaking Activities," in *Proceedings of the Independent Learning Association 2007 Japan Conference*, 2007, 1–11.

³¹ Peter Watcyn-Jones, *Pair Work: Elementary-PreIntermediate (Penguin English Photocopiable)* (UK: British Council, 2004).

accuracy and spontaneity. Both accuracy and spontaneity, if established, will make students less anxious and naturally confident³².

6. Podcast language learning

Podcast language learning is a creative English-speaking strategy that engages students into a seemingly broadcasting activity to address a particular issue assigned by a teacher³³. In a podcast activity, students are invited to sit in front of an interviewer to answer various questions related to certain topics assigned. The process of podcast will be recorded. In a podcast, the power of leading question is applied. In this sense, the students will lower their speaking anxiety because such leading questions have been previously informed to students before the podcast is executed³⁴.

7. Collaborative learning

Collaborative learning is a learning strategy where students are assigned to work together to accomplish an issue assigned as a learning target³⁵. Collaborative learning will increase students' critical thinking and their

³² Kevin Wai Ho Yung, "Exploring the L2 Selves of Senior Secondary Students in English Private Tutoring in Hong Kong," *System* 80 (2019): 120–33, <https://doi.org/10.1016/j.system.2018.11.003>.

³³ Chien-ta Bruce Ho, Yu-hong Dennis Chou, and Hsuan-yi Viola Fang, "Technology Adoption of Podcast in Language Learning : Using Taiwan and China as Examples," *International Journal of E-Education, e-Business, e-Management and e-Learning Technology* 6, no. 1 (2016): 1–13, <https://doi.org/10.17706/ijeeee.2016.6.1.1-12>.

³⁴ Dyan Indahsari, "Using Podcast for EFL Students in Language Learning," *JEES (Journal of English Educators Society)* 5, no. 2 (2020): 103–8, <https://doi.org/10.21070/jees.v5i2.767>.

³⁵ Yen Chun Jim Wu, Chia I. Pan, and Chih Hung Yuan, "Attitudes towards the Use of Information and Communication Technology in Management Education," *Behaviour and Information Technology* 36, no. 3 (March 4, 2017): 243–54, <https://doi.org/10.1080/0144929X.2016.1212928>.

confidence of solving a learning problem³⁶. In learning English speaking skill, collaborative learning is assigned to students to build up their confidence in speaking English. In this way, through a socio-cultural theory³⁷, students are led to communicate using English with their friends before performing their speech independently in front of others. Speaking independently will of course lead to anxiety if the students are not well-prepared. One practical way to help students prepare their mentality to perform their English-speaking skill in front of many audiences is by making them accustomed to communicating with peers at their levels³⁸. In other words, collaborative learning is one of the foregoing ways.

8. Good demonstration

Krashen has popularized an input theory to indicate that one's level of language acquisition can be enhanced by learning new English input which can be understood if students use their current level of language abilities³⁹. Krashen further explains that the teacher should be contributive to help students receive such an accessible input. The role of the teacher is

³⁶ Dona Whiley et al., "Enhancing Critical Thinking Skills in First Year Environmental Management Students: A Tale of Curriculum Design, Application and Reflection," *Journal of Geography in Higher Education* 41, no. 2 (April 3, 2017): 166–81, <https://doi.org/10.1080/03098265.2017.1290590>.

³⁷ Lev Vygotsky, "Interaction between Learning and Development," *Readings on the Development of Children* (New York, 1978), [https://doi.org/10.1016/S0006-3495\(96\)79572-3](https://doi.org/10.1016/S0006-3495(96)79572-3).

³⁸ M. Geetha and S. V. Karthiga, "A Study on the Effect of Collaborative Learning Techniques to Enhance Speaking Skills," *European Journal of Molecular and Clinical Medicine* 7, no. 7 (2020): 391–97.

³⁹ Krashen, *Principles and Practice in Second Language Acquisition*.

to provide good demonstrations of English speaking for learners⁴⁰. Many studies have provided the effect of good demonstrations on students' English-speaking confidence, leading to the enhancement of students' English-speaking skill. One of the studies is Anggraeni's research which has proven that good demonstration can mediate the provision of contributive English-speaking input, giving benefits to students' confidence in English speaking⁴¹.

9. Role-play

Role-play is an alternative to improve students' confidence in English speaking because role play is scripted. Just like drama, in role play, a scripted speaking activity will lower students' anxiety of getting stuck on idea delivery. It means role play can be a practical way to lose students' anxiety about speaking English somewhere along the way they are trying to activate their English mental language for their further abilities to produce English in a spontaneous way⁴².

10. Says equipment or handouts

Says equipment or handouts are some photocopiable papers distributed to students to help guide their ways of speaking. The provision of guided speaking in this way adopts a constructivism theory which tells that

⁴⁰ Krashen.

⁴¹ Dewi Anggraeni, "The Implementation of Demonstration Strategy Using Modelling Videos to Improve Confidence and Practices in Presentation," *Journal of English Language and Education* 2, no. 2 (2016): 84–134, <https://doi.org/10.20473/jovin.v1i1.19873>.

⁴² Shand, "The Use of Drama to Reduce Anxiety and Increase Confidence and Motivation towards Speaking English with Two Groups of English Language Learners."

learning or nurturing can be effective when it is guided by knowledgeable others⁴³. English teacher as the knowledgeable other can create says equipment or handouts to help students speak out within a controlled way. A controlled activity using some handed guides will help students improve their confidence because anyone will speak more confidently if they have known what to talk about. That is why many handout creators, such as Watcyn⁴⁴ and Granger⁴⁵, have designed many of photocopiable says equipment or handouts which can be used by students to improve their confidence to strive for speaking up in English in a comfortable way.

11. Providing real-time input and practice

The theory of sociocultural learning has emphasized that knowledge acquisition can happened in an effective way if students are provided real-time input and practice⁴⁶. In the context of English speaking, this theory also works, in that a teacher should lead students to speak about the contexts they are familiar with. The students know the contexts of what they are talking about, they will not lose any significant ideas to be

⁴³ Seyyed Kazem Banihashem et al., “The Impacts of Constructivist Learning Design and Learning Analytics on Students’ Engagement and Self-Regulation,” *Innovations in Education and Teaching International*, 2021, <https://doi.org/10.1080/14703297.2021.1890634>.

⁴⁴ Watcyn-Jones, *Pair Work: Elementary-PreIntermediate (Penguin English Photocopiable)*.

⁴⁵ Granger, “Play Games with English, 1. Teacher’s Reseruce Book.”

⁴⁶ Turuk, “The Relevance and Implications of Vygotsky’s Sociocultural Theory in the Second Language Classroom.”

addressed. The foregoing condition will trigger students' confidence in English speaking⁴⁷.

12. Using authentic materials

Authentic materials are those which meet the students' contexts and the contexts of real-time English use. In English speaking practices, Brown suggested to use authentic materials to make students familiar with real-time speaking activities. Such familiarity with real-time activities will make students confident in speaking up their thoughts in English⁴⁸.

13. Interview activity

Interview is a guided interaction led by some leading questions. Interviews during English speaking practice will help students build up English communication in a controlled way. According to Brown, an English teacher can assign students some interview activities as a step to enhance students' confidence and self-efficacy in English speaking⁴⁹.

14. Giving motivations

Dorney explained that motivation is an integral component to human affective dimension, in which, in language learning, motivation can boost

⁴⁷ Anthony J Liddicoat and Angela Scarino, *Intercultural Language Teaching and Learning* (West Sussex, UK: Wiley-Blackwell, 2013), <https://onlinelibrary.wiley.com/doi/book/10.1002/9781118482070>.

⁴⁸ H. D. Brown, *Teaching by Principles An Interactive Approach to Language Pedagogy*, Second Edi (White Plains: Longman, 2001).

⁴⁹ Brown.

one's confidence in language production such as speaking and writing⁵⁰.

The foregoing explanation clearly demonstrates that, in learning English speaking, if students are given sufficient motivation, either from the teacher or from others, their confidence will possibly increase.

15. Giving appreciation

The act of giving appreciation to a certain level of students' success in acquiring English speaking skill will pave the way for the enhancement of students' motivation to practice more and the enhancement of their confidence to speak up more in English⁵¹.

Fifteen strategies for improving students' confidence in English speaking skill above can be synthesized and absorbed into some indicators and related explanations to scientifically negotiate English teachers or lecturers' strategies for increasing students' confidence in English speaking. The synthesized indicators can be viewed in the following table.

Table. 1
Indicators of strategies for increasing students' confidence in English speaking skill

No	Indicators	Explanations
1	English speaking games	The English-speaking lecturer applies some English-speaking games adopted from game books or created by himself to boost students' confidence in

⁵⁰ Z. Dörnyei and S. Ryan., *The Psychology of the Language Learner Revisited* (New York: Routledge, 2015).

⁵¹ Wang X and Gao Wencheng, "A Study on the Use of Politeness Strategy in English Business Emails Between Chinese and English Native Speakers," *US-China Foreign Language* 19, no. 5 (2021): 93–99, <https://doi.org/10.17265/1539-8080/2021.05.001>.

		English speaking.
2	English drama	The English-speaking lecturer engages students into drama performance with English the medium of drama communication in order to boost students' confidence in English speaking.
3	Group discussion	The English-speaking lecturer sets students to work in groups to discuss an issue in English to trigger students' confidence to talk in English.
4	Pair work	The English-speaking lecturer sets students to work in pair to talk in English for the sake of training students to be more confident in English speaking.
5	Drilling	The English-speaking lecturer asks students to repeat some English expressions they have learned during speaking class in order that students can be confident in using such expressions.
6	Podcast language learning	The English-speaking lecturer uses podcast technology to interview students using English in order to boost their confidence in speaking.
7	Collaborative learning	The English-speaking lecturer poses an issue to be solved collaboratively by students in order to hone students' confidence in delivering their ideas using English.
8	Good demonstration	The English-speaking lecturer exemplifies students about how to speak English fluently and accurately with good confidence. The English-speaking lecturer uses some English-speaking audios or videos to exemplify students that natural English speaking should be done confidently.
9	Role-play	The English-speaking lecturer makes an effort to boost students' confidence in English speaking by assigning students some scripted communication roles to be played.
10	Says equipment or handouts	The English-speaking lecturer uses some photocopiable handouts to help students become more confidence in communication using English. The English-speaking lecturer uses some internet sources as says equipment to help students practice English speaking confidently.
11	Providing real-time	The English-speaking lecturer makes use of some

	input and practice	English videos as the representations of real-time input to be imitated by students in order that students can be more confidence in English speaking. The English-speaking lecturer sets English speaking practices using the topics familiar with the students so that the students are confident in speaking up in English.
12	Using authentic materials	The English-speaking lecturer uses authentic materials to be imitated by students during English speaking practice in order that students feel confident in speaking in a real-time moment.
13	Interview activity	The English-speaking lecturer assigns students some guided questions to interview with each other in order to train students' confidence in English speaking
14	Giving motivations	The English-speaking lecturer always gives motivations to students for the sake of enhancing students' confidence in English speaking.
15	Giving appreciations	The English-speaking lecturer always appreciates students' success in learning English speaking at certain levels in order that students can maintain their confidence in English speaking at the next level.

E. Previous study

The first related finding was from Siti munawaroh article entitled “the strategies used by the teacher in developing students' confidence in speaking skill in grade 8 of warga junior high school Surakarta”, she said that The problems faced by the teacher in implementing the strategies are the lack of confidence students, lack spirit of the students to learn English, Lack of time

lessons speaking, and the last teaching-learning condition, class atmosphere and lesson hours are too late so that students easily lost concentration.⁵²

The second was from Lavani Satya Christie article entitled “Teachers’ Strategies to Improve Students’ Self-Confidence in Speaking” future researchers can have more than four participants, so that more insights and more various strategies to improve students’ self confidence in speaking can be obtained. Also, it is limited in the methodology. This research only used one method, that is semi-structured interview. It is recommended that future researchers use more methods, so that data can be validated. Also further explanations about teachers’ strategies to improve students’ self confidence in speaking skill can be elaborated more.⁵³

The third was from Nurhaliza article entitled “teachers strategies to overcome speaking problems at smpn 2 pangkajene” she said that students at SMPN 2 Pangkajene face the problem of speaking, namely lack of interest in students learning English because of the lack of vocabulary students have, students lack confidence in speaking, as for teacher strategies to overcome speaking problems was inquiry and expository, these strategies can overcome student problems, the advantages of these strategies are students more active

⁵² Siti munawaroh 2017. the strategies used by the teacher in developing students’ confidence in speaking skill in grade 8 of warga junior high school Surakarta

⁵³ Lavani Satya Christie 2018. Strategies to Improve Students’ Self-Confidence in Speaking

and more confident in speaking, in addition to strategies inquiries and expository.⁵⁴

However, differ from these related findings, in this research the focus is on how lecturers overcome the low level of self-confidence of students when they are in speaking class.

⁵⁴ Nurzaliza 2019. teachers strategies to overcome speaking problems at smpn 2 pangkajene” she said that students at SMPN 2 Pangkajene

CHAPTER III

RESEARCH METHOD

In this chapter contained about the descriptions of how the research would be done. They are approach and research design, subject of the study

A. Kind of Research

Qualitative research is research studies that investigate the quality of relationship, activities, situations, or materials⁵⁵. The character of qualitative are the data, which come from words, pictures, non-numerical. Even though, there is numerical data, but it is just the supporting data. The data come from interview and fields not. To investigate the research problem, the researcher involved an observation, and an interview. In this study, researcher described the fact objectively based on the data that obtained from observation, interview, and documentation. Related to the theory used, this research was designed to describe the Lecturer Strategies to Enhance Student Self- Confidence in Speaking. The design of the study was descriptive quantitative study. The data took qualitatively and the result analyzed by giving description through the data.

⁵⁵ Jack R. Freankel, Norman E. Wallen, *How to Design and Evaluate Research in Education: Seventh Edition*, (New York: McGraw Hill, 2009), p 422

B. Subject of The Research

This research conducted at IAIN Curup. The subject of this study was a lecturer who taught speaking classes in the fifth semester at IAIN Curup. The selection based on purposive sampling technique. In accordance with Sugiyono purposive sampling was a technique of taking sample data sources based on consideration or focus of a particular sample. The consideration is the lecturer can trigger students' self confidence in speaking performance⁵⁶. The evidence was taken from pre-observation done by the researcher. the subject was a lecturer who taught speaking in fifth semester.

C. Technique of Data Collection

In this research, the researcher used observation, interview and recording as researcher instrument to collect the data.

1. Observation

Kristanto Stated that observation is a process that is preceded by observation then recording which is systematic, logical, objective and rational towards various kinds of phenomena in actual situations, as well as artificial situations. The purpose of observation is in the form of descriptions, giving birth to theories and hypotheses or testing theories and hypotheses.⁵⁷ The researcher used non participation observation. This type observation allowed

⁵⁶ Kristanto, V.H. (2018). *Metodologi Penelitian Pedoman Penulisan Karya Tulis Ilmiah (KTI)*. Yogyakarta : CV Budi Utama p 52

the researcher to see the respondent/subject being researched without involving her/himself in the process. The researcher observes the strategies used by the teacher in teaching English speaking by sitting next to the informant because the researcher wants to see and observe the learning process directly on the learning process.

2. Interview

Yusuf stated that in simple terms, it can be said that the interview is an event or a process of interaction between the interviewer and the source of information or the person being interviewed through direct communication.⁵⁸ Interviewing aims to achieve opinions, feelings, emotions, and other things related to the individual in the interview organization.

The technique of conducting interviews is carried out systematically, what is meant by systematically is the interview conducted by first the researcher arranges an interview guide instrument. Researchers use a type of Guided interview where the researcher asks the informant about the things that have been prepared beforehand.

D. Instruments of The Research

The instrument of this research was the researcher himself because the research is the descriptive qualitative research. The researcher has the main role

⁵⁷ Yusuf, A.M. (2014). *Kuantitatif, Kualitatif, & Penelitian Gabungan.* Jakarta : Kencana. P

in looking for the data or information related to teachers' strategies in teaching speaking English on online learning class that researcher focused on.

The researcher also uses some supporting instruments;

1. Observation Checklist

The Research has been observed to the collage during the teaching process 4 times and saw the teacher teaching English speaking at fifth semesters at IAIN Curup, the researcher used field note when the learning process took place and documented it. The observation of the research is gained from the theories that related to the speaking strategies which can improve students' self-confident in speaking class. (See Chapter 2). The table below shows the observation checklist to see lecturer's strategy in teaching speaking to enhance student's self-confidence.

3.1 Observation checklist

No	Variables	Indicators	Yes	No
1	English speaking games	The English-speaking lecturer applies some English-speaking games adopted from game books or created by them to boost students' confidence in English speaking.		
2	English drama	The English-speaking lecturer engages students into drama performance with English the medium of drama communication in order to boost students' confidence in English speaking.		
3	Group discussion	The English-speaking lecturer sets students to work in groups to discuss an issue in English to trigger		

		students' confidence to talk in English.		
4	Pair work	The English-speaking lecturer sets students to work in pair to talk in English for the sake of training students to be more confident in English speaking.		
5	Drilling	The English-speaking lecturer asks students to repeat some English expressions they have learned during speaking class in order that students can be confident in using such expressions.		
6	Podcast language learning	The English-speaking lecturer uses podcast technology to interview students using English in order to boost their confidence in speaking.		
7	Collaborative learning	The English-speaking lecturer poses an issue to be solved collaboratively by students in order to hone students' confidence in delivering their ideas using English.		
8	Good demonstration	The English-speaking lecturer exemplifies students about how to speak English fluently and accurately with good confidence. The English-speaking lecturer uses some English-speaking audios or videos to exemplify students that natural English speaking should be done confidently.		
9	Role-play	The English-speaking lecturer makes an effort to boost students' confidence in English speaking by assigning students some scripted communication roles to be played.		
10	Says equipment or handouts	The English-speaking lecturer uses some photocopyable handouts to help students become more confidence in communication using English.		

		The English-speaking lecturer uses some internet sources as says equipment to help students practice English speaking confidently.		
11	Providing real-time input and practice	<p>The English-speaking lecturer makes use of some English videos as the representations of real-time input to be imitated by students in order that students can be more confidence in English speaking.</p> <p>The English-speaking lecturer sets English speaking practices using the topics familiar with the students so that the students are confident in speaking up in English.</p>		
12	Using authentic materials	The English-speaking lecturer uses authentic materials to be imitated by students during English speaking practice in order that students feel confident in speaking in a real-time moment.		
13	Interview activity	The English-speaking lecturer assigns students some guided questions to interview with each other in order to train students' confidence in English speaking		
14	Giving motivations	The English-speaking lecturer always gives motivations to students for the sake of enhancing students' confidence in English speaking.		
15	Giving appreciations	The English-speaking lecturer always appreciates students' success in learning English speaking at certain levels in order that students can maintain their confidence in English speaking at the next level.		

2. Interview

The Research has conducted interviews with the English teachers and recorded what the teacher said. After the data was taken, the researcher makes the conversation Script. The researcher also did documentation and filed note to strengthen the data. The researcher gave the questions to the subject based on strategy used by the lecturer in teaching speaking process. it means that not all questions were questioned to the lecturer as the subject of the research.

Table 3.2
Interview Questions for the lecturer

No	Variables	Indicators	Questions
1	English speaking games	The English-speaking lecturer applies some English-speaking games adopted from game books or created by himself to boost students' confidence in English speaking.	How do you implement the strategy in teaching speaking process?
2	English drama	The English-speaking lecturer engages students into drama performance with English the medium of drama communication in order to boost students' confidence in English speaking.	How do you implement the strategy in teaching speaking process?
3	Group discussion	The English-speaking lecturer sets students to work in groups to discuss an issue in English to trigger students' confidence to talk in English.	How do you implement the strategy in teaching speaking process?
4	Pair work	The English-speaking lecturer sets students to work in pair to talk in English for the sake of training students to be more confident in English speaking.	How do you implement the strategy in teaching speaking process?
5	Drilling	The English-speaking lecturer	How do you implement

		asks students to repeat some English expressions they have learned during speaking class in order that students can be confident in using such expressions.	the strategy in teaching speaking process?
6	Podcast language learning	The English-speaking lecturer uses podcast technology to interview students using English in order to boost their confidence in speaking.	How do you implement the strategy in teaching speaking process?
7	Collaborative learning	The English-speaking lecturer poses an issue to be solved collaboratively by students in order to hone students' confidence in delivering their ideas using English.	How do you implement the strategy in teaching speaking process?
8	Good demonstration	The English-speaking lecturer exemplifies students about how to speak English fluently and accurately with good confidence. The English-speaking lecturer uses some English-speaking audios or videos to exemplify students that natural English speaking should be done confidently.	How do you implement the strategy in teaching speaking process?
9	Role-play	The English-speaking lecturer makes an effort to boost students' confidence in English speaking by assigning students some scripted communication roles to be played.	How do you implement the strategy in teaching speaking process?
10	Says equipment or handouts	The English-speaking lecturer uses some photocopiable handouts to help students become more confidence in communication using English. The English-speaking lecturer	How do you implement the strategy in teaching speaking process?

		uses some internet sources as says equipment to help students practice English speaking confidently.	
11	Providing real-time input and practice	<p>The English-speaking lecturer makes use of some English videos as the representations of real-time input to be imitated by students in order that students can be more confidence in English speaking.</p> <p>The English-speaking lecturer sets English speaking practices using the topics familiar with the students so that the students are confident in speaking up in English.</p>	How do you implement the strategy in teaching speaking process?
12	Using authentic materials	The English-speaking lecturer uses authentic materials to be imitated by students during English speaking practice in order that students feel confident in speaking in a real-time moment.	How do you implement the strategy in teaching speaking process?
13	Interview activity	The English-speaking lecturer assigns students some guided questions to interview with each other in order to train students' confidence in English speaking	How do you implement the strategy in teaching speaking process?
14	Giving motivations	The English-speaking lecturer always gives motivations to students for the sake of enhancing students' confidence in English speaking.	How do you implement the strategy in teaching speaking process?
15	Giving appreciations	The English-speaking lecturer always appreciates students' success in learning English speaking at certain levels in order that students can maintain their confidence in English speaking at the next level.	How do you implement the strategy in teaching speaking process?

E. Technique of Data Analysis

Data analysis is an effort which is done by researcher to embrace the data accurately.⁵⁹ After collecting the data, researcher analyzed the data. It can be defined as the process of analyzing data required from the result of the research. Qualitative data was required from the result of the research . Qualitative data was obtained from field notes, observations, and interviews. According to Creswell, the following steps were followed to analyze all the data⁶⁰.

1. Data Managing

This entails transcribing interviews. Depending on the information sources, scanning material optically, typing up an observation checklist, or sorting and arranging data into different types⁶¹. This step was used in this study to organize data from observation and interviews based on indicators..

2. Reviewing/memoing

Reviewing/memoing requires gaining knowledge of your data by reviewing the interview, transcript, memos, and observer comments. The researcher read all of the data to gain a basic description of what was gathered so that they could correctly arrange it.

⁵⁸ Moh Nazir, *Metode Penelitian*, (Jakarta : Ghalia Indonesia, 1999), p. 234

⁵⁹ John W. Creswell, *Research, Design, Qualitative, And Mixed Methods Approaches*, Third Edition, Los Angeles Uni2009, p 185

⁶⁰ John W. Creswell, *Research, Design, Qualitative, And Mixed Methods Approaches*, Third Edition, Los Angeles Uni2009, p 185

3. Description

The description is based on observation and interview guidelines, which are intended to provide a true picture of the settings and events that occurred there. As a result, both the researcher and the reader were aware of the context in which the study was conducted. In this step, the researcher begins to describe all of the data that will be used in the next step of data analysis

4. Classification

Classification is the process of classifying all sufficient data based on a category. After answering all the lecturers' questionnaires, the researcher started to make a classification based on the lecturers' answers from the questionnaire. In this study, the researcher begins to categorize each piece of data pertaining to the implementation of lecturer strategies to enhance self-confidence in speaking.. In this study, the researcher begins to categorize each piece of data pertaining to the implementation of lecturer strategies to enhance self-confidence in speaking.

5. Interpretation

After classification the data, researcher had to interpret data, gave the meaning to information, evaluated, concluded, responded appropriately and predicts the result, identification & evaluation. But, before interpreting the data, the researcher has to analyze the result of the data from the questionnaire that already being given to the students by descriptive text.

CHAPTER IV

FINDING AND DISCUSSION

This chapter contained about the result of the research and show discussion connected to the problem of the research. They are research finding and discussion.

1. Findings

In order to gain a better understanding of the Teacher Strategy to enhance students Self-Confidence in Teaching Speaking, the researcher described the results of field research using observation and interview as results as the primary data in this data presentation.

1. Teaching strategies used by lecturers to enhance self-confidence in speaking.

In analyzing Teaching strategies used by lecturer to enhance self-confidence in teaching speaking at the Fifth semester of English Tadris study program of IAIN Curup. The researcher conducted observations 4 times on July 2022 in the Fifth semester of English Tadris Sudy Program of IAIN Curup. There are two lecturers who are being observed in teaching speaking in their teaching learning proses.

The researcher provided observation checklist to get the data during the learning process to know teachers' strategies to enhance student's self-confidence in teaching speaking. There are also several item need to be

clarified during the observation. The findings are described in the table belows:

Table 2.1
Teaching strategies used by lecturer to enhance self-confidence in speaking
Observation 1 (Lecturer 1)

No	Variables	Indicators	Yes	No
1	English speaking games	The English-speaking lecturer applies some English-speaking games adopted from game books or created by him to boost students' confidence in English speaking.	√	
2	English drama	The English-speaking lecturer engages students into drama performance with English the medium of drama communication in order to boost students' confidence in English speaking.		√
3	Group discussion	The English-speaking lecturer sets students to work in groups to discuss an issue in English to trigger students' confidence to talk in English.	√	
4	Pair work	The English-speaking lecturer sets students to work in pair to talk in English for the sake of training students to be more confident in English speaking.	√	
5	Drilling	The English-speaking lecturer asks students to repeat some English expressions they have learned during speaking class in order that students can be confident in using such expressions.		√
6	Podcast language learning	The English-speaking lecturer uses podcast technology to interview students using English in order to boost their confidence in speaking.		√
7	Collaborative learning	The English-speaking lecturer poses an issue to be solved collaboratively		√

		by students in order to hone students' confidence in delivering their ideas using English.		
8	Good demonstration	<p>The English-speaking lecturer exemplifies students about how to speak English fluently and accurately with good confidence.</p> <p>The English-speaking lecturer uses some English-speaking audios or videos to exemplify students that natural English speaking should be done confidently.</p>		√
9	Role-play	The English-speaking lecturer makes an effort to boost students' confidence in English speaking by assigning students some scripted communication roles to be played.		√
10	Says equipment or handouts	<p>The English-speaking lecturer uses some photocopyable handouts to help students become more confidence in communication using English.</p> <p>The English-speaking lecturer uses some internet sources as says equipment to help students practice English speaking confidently.</p>		√
11	Providing real-time input and practice	<p>The English-speaking lecturer makes use of some English videos as the representations of real-time input to be imitated by students in order that students can be more confidence in English speaking.</p> <p>The English-speaking lecturer sets English speaking practices using the topics familiar with the students so that the students are confident in speaking up in English.</p>		√
12	Using authentic materials	The English-speaking lecturer uses authentic materials to be imitated by		

		students during English speaking practice in order that students feel confident in speaking in a real-time moment.		√
13	Interview activity	The English-speaking lecturer assigns students some guided questions to interview with each other in order to train students' confidence in English speaking		√
14	Giving motivations	The English-speaking lecturer always gives motivations to students for the sake of enhancing students' confidence in English speaking.	√	
15	Giving appreciations	The English-speaking lecturer always appreciates students' success in learning English speaking at certain levels in order that students can maintain their confidence in English speaking at the next level.	√	

From observation 1, it was clear that the lecturer used some strategies to improve students' self-confidence. There were: English Speaking games, group discussion, and Pair work, giving motivation and giving appreciations. Those strategies are applied at the same time when the lecturer gave the theme about global warming. The students seemed enthusiastically in following the speaking learning process. The students delivered their opinion actively. The other strategies were not applied yet because the lecturer only used several strategies to be applied in one meeting.

Tabel 2.2
Teaching strategies used by lecturer to enhance self-confidence in speaking
Observation 2 (Lecturer 1)

No	Variables	Indicators	Yes	No
1	English speaking games	The English-speaking lecturer applies some English-speaking games adopted from game books or created by him to boost students' confidence in English speaking.	√	
2	English drama	The English-speaking lecturer engages students into drama performance with English the medium of drama communication in order to boost students' confidence in English speaking.		√
3	Group discussion	The English-speaking lecturer sets students to work in groups to discuss an issue in English to trigger students' confidence to talk in English.		√
4	Pair work	The English-speaking lecturer sets students to work in pair to talk in English for the sake of training students to be more confident in English speaking.	√	
5	Drilling	The English-speaking lecturer asks students to repeat some English expressions they have learned during speaking class in order that students can be confident in using such expressions.	√	
6	Podcast language learning	The English-speaking lecturer uses podcast technology to interview students using English in order to boost their confidence in speaking.		√
7	Collaborative learning	The English-speaking lecturer poses an issue to be solved collaboratively by students in order to hone students' confidence in delivering their ideas using English.		√
8	Good	The English-speaking lecturer		

	demonstration	<p>exemplifies students about how to speak English fluently and accurately with good confidence.</p> <p>The English-speaking lecturer uses some English-speaking audios or videos to exemplify students that natural English speaking should be done confidently.</p>		√
9	Role-play	The English-speaking lecturer makes an effort to boost students' confidence in English speaking by assigning students some scripted communication roles to be played.	√	
10	Says equipment or handouts	<p>The English-speaking lecturer uses some photocopiable handouts to help students become more confidence in communication using English.</p> <p>The English-speaking lecturer uses some internet sources as says equipment to help students practice English speaking confidently.</p>		√
11	Providing real-time input and practice	<p>The English-speaking lecturer makes use of some English videos as the representations of real-time input to be imitated by students in order that students can be more confidence in English speaking.</p> <p>The English-speaking lecturer sets English speaking practices using the topics familiar with the students so that the students are confident in speaking up in English.</p>		√
12	Using authentic materials	The English-speaking lecturer uses authentic materials to be imitated by students during English speaking practice in order that students feel confident in speaking in a real-time moment.		√

13	Interview activity	The English-speaking lecturer assigns students some guided questions to interview with each other in order to train students' confidence in English speaking		√
14	Giving motivations	The English-speaking lecturer always gives motivations to students for the sake of enhancing students' confidence in English speaking.	√	
15	Giving appreciations	The English-speaking lecturer always appreciates students' success in learning English speaking at certain levels in order that students can maintain their confidence in English speaking at the next level.	√	

From observation 2 in lecturer 1 class, it was clear that the lecturer used the different strategies to improve students' self-confidence. There were: English Speaking games, pair work, and drilling, giving motivation and giving appreciations. Those strategies are applied at the same time when the lecturer gave the theme about inspirational person. The students seemed enthusiastically in following the speaking learning process. The students delivered their opinion actively. The other strategies were not applied yet because the lecturer only used several strategies to be applied in one meeting.

Tabel 2.3
Teaching strategies used by lecturer to enhance self-confidence in speaking
Observation 3 (Lecturer 1)

No	Variables	Indicators	Yes	No
1	English speaking games	The English-speaking lecturer applies some English-speaking games adopted from game books or created by him to boost students' confidence in English speaking.	√	
2	English drama	The English-speaking lecturer engages students into drama performance with English the medium of drama communication in order to boost students' confidence in English speaking.		√
3	Group discussion	The English-speaking lecturer sets students to work in groups to discuss an issue in English to trigger students' confidence to talk in English.		√
4	Pair work	The English-speaking lecturer sets students to work in pair to talk in English for the sake of training students to be more confident in English speaking.		√
5	Drilling	The English-speaking lecturer asks students to repeat some English expressions they have learned during speaking class in order that students can be confident in using such expressions.		√
6	Podcast language learning	The English-speaking lecturer uses podcast technology to interview students using English in order to boost their confidence in speaking.		√
7	Collaborative learning	The English-speaking lecturer poses an issue to be solved collaboratively by students in order to hone students' confidence in delivering their ideas using English.	√	
8	Good	The English-speaking lecturer		

	demonstration	<p>exemplifies students about how to speak English fluently and accurately with good confidence.</p> <p>The English-speaking lecturer uses some English-speaking audios or videos to exemplify students that natural English speaking should be done confidently.</p>		√
9	Role-play	The English-speaking lecturer makes an effort to boost students' confidence in English speaking by assigning students some scripted communication roles to be played.		√
10	Says equipment or handouts	<p>The English-speaking lecturer uses some photocopiable handouts to help students become more confidence in communication using English.</p> <p>The English-speaking lecturer uses some internet sources as says equipment to help students practice English speaking confidently.</p>		√
11	Providing real-time input and practice	<p>The English-speaking lecturer makes use of some English videos as the representations of real-time input to be imitated by students in order that students can be more confidence in English speaking.</p> <p>The English-speaking lecturer sets English speaking practices using the topics familiar with the students so that the students are confident in speaking up in English.</p>		√
12	Using authentic materials	The English-speaking lecturer uses authentic materials to be imitated by students during English speaking practice in order that students feel confident in speaking in a real-time moment.		√

13	Interview activity	The English-speaking lecturer assigns students some guided questions to interview with each other in order to train students' confidence in English speaking		√
14	Giving motivations	The English-speaking lecturer always gives motivations to students for the sake of enhancing students' confidence in English speaking.	√	
15	Giving appreciations	The English-speaking lecturer always appreciates students' success in learning English speaking at certain levels in order that students can maintain their confidence in English speaking at the next level.	√	

From observation 3 in lecturer 1 class, it was clear that the lecturer used the strategies to improve students' self-confidence. There were: English Speaking games, collaborative learning, giving motivation and giving appreciations. Those strategies are applied at the same time when the lecturer gave the theme about inspirational person. The students seemed enthusiastically in following the speaking learning process. The students delivered their opinion actively. The other strategies were not applied yet because the lecturer only used several strategies to be applied in one meeting. In this meeting teacher share a problem and the students try to solve the problem based on their group work. Students delivered their opinion freely.

Tabel 2.4
Teaching strategies used by lecturer to enhance self-confidence in speaking
Observation 4 (Lecturer 1)

No	Variables	Indicators	Yes	No
1	English speaking games	The English-speaking lecturer applies some English-speaking games adopted from game books or created by him to boost students' confidence in English speaking.	√	
2	English drama	The English-speaking lecturer engages students into drama performance with English the medium of drama communication in order to boost students' confidence in English speaking.		√
3	Group discussion	The English-speaking lecturer sets students to work in groups to discuss an issue in English to trigger students' confidence to talk in English.		√
4	Pair work	The English-speaking lecturer sets students to work in pair to talk in English for the sake of training students to be more confident in English speaking.		√
5	Drilling	The English-speaking lecturer asks students to repeat some English expressions they have learned during speaking class in order that students can be confident in using such expressions.		√
6	Podcast language learning	The English-speaking lecturer uses podcast technology to interview students using English in order to boost their confidence in speaking.		√
7	Collaborative learning	The English-speaking lecturer poses an issue to be solved collaboratively by students in order to hone students' confidence in delivering their ideas using English.		√
8	Good	The English-speaking lecturer		

	demonstration	<p>exemplifies students about how to speak English fluently and accurately with good confidence.</p> <p>The English-speaking lecturer uses some English-speaking audios or videos to exemplify students that natural English speaking should be done confidently.</p>		√
9	Role-play	The English-speaking lecturer makes an effort to boost students' confidence in English speaking by assigning students some scripted communication roles to be played.		√
10	Says equipment or handouts	<p>The English-speaking lecturer uses some photocopiable handouts to help students become more confidence in communication using English.</p> <p>The English-speaking lecturer uses some internet sources as says equipment to help students practice English speaking confidently.</p>	√	
11	Providing real-time input and practice	<p>The English-speaking lecturer makes use of some English videos as the representations of real-time input to be imitated by students in order that students can be more confidence in English speaking.</p> <p>The English-speaking lecturer sets English speaking practices using the topics familiar with the students so that the students are confident in speaking up in English.</p>		√
12	Using authentic materials	The English-speaking lecturer uses authentic materials to be imitated by students during English speaking practice in order that students feel confident in speaking in a real-time moment.		√

13	Interview activity	The English-speaking lecturer assigns students some guided questions to interview with each other in order to train students' confidence in English speaking	√	
14	Giving motivations	The English-speaking lecturer always gives motivations to students for the sake of enhancing students' confidence in English speaking.	√	
15	Giving appreciations	The English-speaking lecturer always appreciates students' success in learning English speaking at certain levels in order that students can maintain their confidence in English speaking at the next level.	√	

From observation 3 in lecturer 1 class, it was clear that the lecturer used the strategies to improve students' self-confidence. There were: English Speaking games, Handouts, interview activity, giving motivation and giving appreciations. Those strategies are applied at the same time when the lecturer gave the theme about issue around us. The students seemed enthusiastically in following the speaking learning process. The students delivered their opinion actively. The other strategies were not applied yet because the lecturer only used several strategies to be applied in one meeting. In this meeting teacher share an issue from the internet and the students try to learn how to describe the issue appropriately.

Tabel 2.5
Teaching strategies used by lecturer to enhance self-confidence in speaking
Observation 1 (Lecturer 2)

No	Variables	Indicators	Yes	No
1	English speaking games	The English-speaking lecturer applies some English-speaking games adopted from game books or created by him to boost students' confidence in English speaking.	√	
2	English drama	The English-speaking lecturer engages students into drama performance with English the medium of drama communication in order to boost students' confidence in English speaking.		√
3	Group discussion	The English-speaking lecturer sets students to work in groups to discuss an issue in English to trigger students' confidence to talk in English.		√
4	Pair work	The English-speaking lecturer sets students to work in pair to talk in English for the sake of training students to be more confident in English speaking.	√	
5	Drilling	The English-speaking lecturer asks students to repeat some English expressions they have learned during speaking class in order that students can be confident in using such expressions.		√
6	Podcast language learning	The English-speaking lecturer uses podcast technology to interview students using English in order to boost their confidence in speaking.		√
7	Collaborative learning	The English-speaking lecturer poses an issue to be solved collaboratively by students in order to hone students' confidence in delivering their ideas using English.	√	
8	Good	The English-speaking lecturer		

	demonstration	<p>exemplifies students about how to speak English fluently and accurately with good confidence.</p> <p>The English-speaking lecturer uses some English-speaking audios or videos to exemplify students that natural English speaking should be done confidently.</p>		√
9	Role-play	The English-speaking lecturer makes an effort to boost students' confidence in English speaking by assigning students some scripted communication roles to be played.		√
10	Says equipment or handouts	<p>The English-speaking lecturer uses some photocopiable handouts to help students become more confidence in communication using English.</p> <p>The English-speaking lecturer uses some internet sources as says equipment to help students practice English speaking confidently.</p>		√
11	Providing real-time input and practice	<p>The English-speaking lecturer makes use of some English videos as the representations of real-time input to be imitated by students in order that students can be more confidence in English speaking.</p> <p>The English-speaking lecturer sets English speaking practices using the topics familiar with the students so that the students are confident in speaking up in English.</p>		√
12	Using authentic materials	The English-speaking lecturer uses authentic materials to be imitated by students during English speaking practice in order that students feel confident in speaking in a real-time moment.		√

13	Interview activity	The English-speaking lecturer assigns students some guided questions to interview with each other in order to train students' confidence in English speaking		√
14	Giving motivations	The English-speaking lecturer always gives motivations to students for the sake of enhancing students' confidence in English speaking.		√
15	Giving appreciations	The English-speaking lecturer always appreciates students' success in learning English speaking at certain levels in order that students can maintain their confidence in English speaking at the next level.	√	

From observation 1 in lecturer 2 class, it was clear that the lecturer used the strategies to improve students' self-confidence. There were: English Speaking games, pair work, and giving appreciations. Those strategies are applied at the same time when the lecturer gave the theme about do and don't things to do. The students seemed enthusiastically in following the speaking learning process. The students delivered their opinion actively. The other strategies were not applied yet because the lecturer only used several strategies to be applied in one meeting.

Tabel 2.6
Teaching strategies used by lecturer to enhance self-confidence in speaking
Observation 2 (Lecturer 2)

No	Variables	Indicators	Yes	No
1	English speaking games	The English-speaking lecturer applies some English-speaking games adopted from game books or created by him to boost students' confidence in English speaking.	√	
2	English drama	The English-speaking lecturer engages students into drama performance with English the medium of drama communication in order to boost students' confidence in English speaking.		√
3	Group discussion	The English-speaking lecturer sets students to work in groups to discuss an issue in English to trigger students' confidence to talk in English.	√	
4	Pair work	The English-speaking lecturer sets students to work in pair to talk in English for the sake of training students to be more confident in English speaking.		√
5	Drilling	The English-speaking lecturer asks students to repeat some English expressions they have learned during speaking class in order that students can be confident in using such expressions.		√
6	Podcast language learning	The English-speaking lecturer uses podcast technology to interview students using English in order to boost their confidence in speaking.		√
7	Collaborative learning	The English-speaking lecturer poses an issue to be solved collaboratively by students in order to hone students' confidence in delivering their ideas using English.		√
8	Good	The English-speaking lecturer		

	demonstration	<p>exemplifies students about how to speak English fluently and accurately with good confidence.</p> <p>The English-speaking lecturer uses some English-speaking audios or videos to exemplify students that natural English speaking should be done confidently.</p>		√
9	Role-play	The English-speaking lecturer makes an effort to boost students' confidence in English speaking by assigning students some scripted communication roles to be played.		√
10	Says equipment or handouts	<p>The English-speaking lecturer uses some photocopiable handouts to help students become more confidence in communication using English.</p> <p>The English-speaking lecturer uses some internet sources as says equipment to help students practice English speaking confidently.</p>		√
11	Providing real-time input and practice	<p>The English-speaking lecturer makes use of some English videos as the representations of real-time input to be imitated by students in order that students can be more confidence in English speaking.</p> <p>The English-speaking lecturer sets English speaking practices using the topics familiar with the students so that the students are confident in speaking up in English.</p>		√
12	Using authentic materials	The English-speaking lecturer uses authentic materials to be imitated by students during English speaking practice in order that students feel confident in speaking in a real-time moment.		√

13	Interview activity	The English-speaking lecturer assigns students some guided questions to interview with each other in order to train students' confidence in English speaking		√
14	Giving motivations	The English-speaking lecturer always gives motivations to students for the sake of enhancing students' confidence in English speaking.		√
15	Giving appreciations	The English-speaking lecturer always appreciates students' success in learning English speaking at certain levels in order that students can maintain their confidence in English speaking at the next level.	√	

From observation 1 in lecturer 2 class, it was clear that the lecturer used the strategies to improve students' self-confidence. There were: English Speaking games, group discussion, and giving appreciations. Those strategies are applied at the same time when the lecturer gave the theme persuade someone to follow your ways. The students seemed enthusiastically in following the speaking learning process. The students delivered their opinion actively. The other strategies were not applied yet because the lecturer only used several strategies to be applied in one meeting.

Tabel 2.7
Teaching strategies used by lecturer to enhance self-confidence in speaking
Observation 3 (Lecturer 2)

No	Variables	Indicators	Yes	No
1	English speaking games	The English-speaking lecturer applies some English-speaking games adopted from game books or created by him to boost students' confidence in English speaking.	√	
2	English drama	The English-speaking lecturer engages students into drama performance with English the medium of drama communication in order to boost students' confidence in English speaking.		√
3	Group discussion	The English-speaking lecturer sets students to work in groups to discuss an issue in English to trigger students' confidence to talk in English.	√	
4	Pair work	The English-speaking lecturer sets students to work in pair to talk in English for the sake of training students to be more confident in English speaking.		√
5	Drilling	The English-speaking lecturer asks students to repeat some English expressions they have learned during speaking class in order that students can be confident in using such expressions.		√
6	Podcast language learning	The English-speaking lecturer uses podcast technology to interview students using English in order to boost their confidence in speaking.		√
7	Collaborative learning	The English-speaking lecturer poses an issue to be solved collaboratively by students in order to hone students' confidence in delivering their ideas using English.		√
8	Good	The English-speaking lecturer		

	demonstration	<p>exemplifies students about how to speak English fluently and accurately with good confidence.</p> <p>The English-speaking lecturer uses some English-speaking audios or videos to exemplify students that natural English speaking should be done confidently.</p>		√
9	Role-play	The English-speaking lecturer makes an effort to boost students' confidence in English speaking by assigning students some scripted communication roles to be played.		√
10	Says equipment or handouts	<p>The English-speaking lecturer uses some photocopiable handouts to help students become more confidence in communication using English.</p> <p>The English-speaking lecturer uses some internet sources as says equipment to help students practice English speaking confidently.</p>		√
11	Providing real-time input and practice	<p>The English-speaking lecturer makes use of some English videos as the representations of real-time input to be imitated by students in order that students can be more confidence in English speaking.</p> <p>The English-speaking lecturer sets English speaking practices using the topics familiar with the students so that the students are confident in speaking up in English.</p>		√
12	Using authentic materials	The English-speaking lecturer uses authentic materials to be imitated by students during English speaking practice in order that students feel confident in speaking in a real-time moment.		√

13	Interview activity	The English-speaking lecturer assigns students some guided questions to interview with each other in order to train students' confidence in English speaking		√
14	Giving motivations	The English-speaking lecturer always gives motivations to students for the sake of enhancing students' confidence in English speaking.		√
15	Giving appreciations	The English-speaking lecturer always appreciates students' success in learning English speaking at certain levels in order that students can maintain their confidence in English speaking at the next level.	√	

From observation 1 in lecturer 2 class, it was clear that the lecturer used the strategies to improve students' self-confidence. There were: English Speaking games, group discussion, and giving appreciations. Those strategies are applied at the same time when the lecturer gave the theme persuade someone to follow your ways. The students seemed enthusiastically in following the speaking learning process. The students delivered their opinion actively. The other strategies were not applied yet because the lecturer only used several strategies to be applied in one meeting.

Table 2.8
Teaching strategies used by lecturer to enhance self-confidence in speaking
Observation 4 (Lecturer 2)

No	Variables	Indicators	Yes	No
1	English speaking games	The English-speaking lecturer applies some English-speaking games adopted from game books or created by him to boost students' confidence in English speaking.	√	
2	English drama	The English-speaking lecturer engages students into drama performance with English the medium of drama communication in order to boost students' confidence in English speaking.		√
3	Group discussion	The English-speaking lecturer sets students to work in groups to discuss an issue in English to trigger students' confidence to talk in English.	√	
4	Pair work	The English-speaking lecturer sets students to work in pair to talk in English for the sake of training students to be more confident in English speaking.		√
5	Drilling	The English-speaking lecturer asks students to repeat some English expressions they have learned during speaking class in order that students can be confident in using such expressions.		√
6	Podcast language learning	The English-speaking lecturer uses podcast technology to interview students using English in order to boost their confidence in speaking.		√
7	Collaborative learning	The English-speaking lecturer poses an issue to be solved collaboratively by students in order to hone students' confidence in delivering their ideas using English.		√
8	Good	The English-speaking lecturer		

	demonstration	<p>exemplifies students about how to speak English fluently and accurately with good confidence.</p> <p>The English-speaking lecturer uses some English-speaking audios or videos to exemplify students that natural English speaking should be done confidently.</p>		√
9	Role-play	The English-speaking lecturer makes an effort to boost students' confidence in English speaking by assigning students some scripted communication roles to be played.		√
10	Says equipment or handouts	<p>The English-speaking lecturer uses some photocopiable handouts to help students become more confidence in communication using English.</p> <p>The English-speaking lecturer uses some internet sources as says equipment to help students practice English speaking confidently.</p>		√
11	Providing real-time input and practice	<p>The English-speaking lecturer makes use of some English videos as the representations of real-time input to be imitated by students in order that students can be more confidence in English speaking.</p> <p>The English-speaking lecturer sets English speaking practices using the topics familiar with the students so that the students are confident in speaking up in English.</p>		√
12	Using authentic materials	The English-speaking lecturer uses authentic materials to be imitated by students during English speaking practice in order that students feel confident in speaking in a real-time moment.		√

13	Interview activity	The English-speaking lecturer assigns students some guided questions to interview with each other in order to train students' confidence in English speaking		√
14	Giving motivations	The English-speaking lecturer always gives motivations to students for the sake of enhancing students' confidence in English speaking.		√
15	Giving appreciations	The English-speaking lecturer always appreciates students' success in learning English speaking at certain levels in order that students can maintain their confidence in English speaking at the next level.	√	

From observation 4 in lecturer 2 class, it was clear that the lecturer used the strategies to improve students' self-confidence. There were: English Speaking games, group discussion, and giving appreciations. Those strategies are applied at the same time when the lecturer gave the theme persuade someone to follow your ways. The students seemed enthusiastically in following the speaking learning process. The students delivered their opinion actively. The other strategies were not applied yet because the lecturer only used several strategies to be applied in one meeting.

Table 2.9
All Teaching Strategies used by Lecturer 1 and 2 to Enhance Students Self-confidence in speaking

No	Lecturers	Strategy used by lecturer to Enhance Students' Self-confidence	Note
1	Lecturer 1	<ol style="list-style-type: none"> 1. English speaking games 2. Group discussion 3. Pair work 4. Giving motivations 5. Giving appreciations 6. Drilling 7. Role-play 8. Collaborative learning 9. Says equipment or handouts 10. Interview activity 	All strategies were used during teaching learning process. It started from meeting 4 to 8 (observation 1-4). The lecturer used almost the same strategy every meeting with adding some strategy in a meeting.
2	Lecturer 2	<ol style="list-style-type: none"> 1. English speaking games 2. Group discussion 3. Pair work 4. Giving motivations 5. Giving appreciations 6. Role-play 	All strategies were used during teaching learning process. It started from meeting 4 to 8 (observation 1-4). The lecturer used almost the same strategy every meeting with adding some strategy in a meeting.

From the table above, it can be seen that lecturer 1 used several strategy to enhance students' self-confidence in speaking class. The strategies are: English speaking games, group discussion, pair work, giving motivations, giving appreciation, drilling, role-play, collaborative learning, says equipment or handouts, interview activity. Meanwhile lecturer 2 used six strategies to enhance students' self-confidence in

speaking class. The strategies are; English speaking games, group discussion, pair work, giving motivations, giving appreciation, role-play.

2. The Implementation of Strategies in enhancing students' Self-confidence in Speaking.

After investigating the strategies used by the lecturer in enhancing students' self-confidence in speaking through observation, the writer continued the interview to follow up the second question how the lecturer implement the strategy in enhancing students self-confidence in speaking class. The researcher divided the description of the interview result in to parts. The first part is lecturer 1 consist of strategies used during the learning process. There are 10 strategies used by the lecturer 1 in enhancing students' self-confidence in speaking class. The answers give a clear description how the lecturer implements the strategies. The table below showed the implementation of the strategies used by the lecturer 1 in enhancing students' self-confidence in speaking class.

Table 3.0
The Interview Result of the Implementation of Strategies used by the lecturer 1 in enhancing Students' Self-Confidence

No	Strategies	Implementation
1	English speaking games	<i>"I implement the strategies by giving my students speaking games in the beginning of the material (brainstorming Activity). I give students time to play for 5-10 minutes before we go to the main material. By this activity hopes that</i>

		<i>the students can construct their confidence and comfortable before they start to learn the main material.”</i>
2	Group discussion	<i>“I used group discussion to give students opportunity to explore their ideas in certain material. I usually divided students into several groups and give students certain theme to be discussed. Group discussion used in the main activity in the class depends on theme learned. Students presented their ideas in turns.”</i>
3	Pair work	<i>“The applying of pair work in teaching speaking assisted students to share ideas with their partners. This activity used to trigger students confidence to talk in small scale. I used to apply this activity before main activity in teaching speaking. In applying the activity, I ask students to practice their speaking with their partner beside them. After that I also ask them work with the partner their chose by themselves.”</i>
4	Giving motivations	<i>“I motivated students in every single meeting in teaching speaking process. After students performed their ideas in front of class or their discussion mate. I always give motivation to the students to do better. I applied this strategy for every student’s performance to encourage their speaking confidence. The motivation I take from video or the students who is struggle in learning something.”</i>
5	Giving appreciations	<i>“Appreciation is very important in teaching process. Especially in</i>

		<i>teaching speaking. By giving appreciation to students, it can encourage student's self-confidence and courage students willing in speaking performance. I always give appreciation after students speaking performance in teaching speaking class. I give appreciation to all students. I used "good", "excellent", "nice", "and amazing" etc.</i>
6	Drilling	<i>"I used this strategy when the students get difficult to pronounce the word or unrecognized vocabularies. I used drilling in a full sentence in a conversation. I sometimes I used audio taken from native speaker as sources in drilling the material. Drilling can trigger students to talk because they know exactly the words in sentences so they will not ashamed to talk. "</i>
7	Role-play	<i>"Role-play is applied in my class for certain material or theme. I used this strategy to enhance students' self-confidence and bravery. I started from divided students in groups then I give the situation and students will decide who will be "who" in their performance. Example; when we discuss about conversation in Hotel, students will divide their partners in groups to take a role (Receptionist, Customer, manager, room boy and etc.) By doing this strategy, the students feel happy and gets meaningful learning in learning speaking."</i>
8	Collaborative learning	<i>"The first step in conducting this strategy is by implemented the issue or problem to the students and</i>

		<p><i>gives time to them to discuss about how to overcome or response the issue. The groups are divided to ensure students can work collaboratively. I ask students from different class to work together in one project. After that they will perform the result by using power point in front of class meeting.”</i></p>
9	Says equipment or handout	<p><i>“I prepare the hand out before meeting connecting to the material in teaching speaking, after that I give the hand out to the students and give them time to read and comprehending the hand out. The hand out usually used to give students background knowledge before speak up their ideas in front of the class.</i></p> <p><i>Hand out also used before coming to drilling mode to ensure students know exactly the expression to be performed.</i></p> <p><i>The hand out contained of speaking expression (expressing thanks, idea, opinion, rejecting, offering and etc.) by handing out equipment to the students, it give them substantial background knowledge to trigger their confidence in talk.”</i></p>
10	Interview activity	<p><i>“Interview activity used to develop question and answer skill in a conversation. I used this strategy to make students get interaction with other friends in conversation. I started by giving a simulation or example for the students before coming to students practice session. Interview consist of several question connected to the theme. Each student will get difference questions to be asked. Then they</i></p>

		<i>started to interview their friends inside and outside the classroom mate. I asked students to interview not only their friends from one class but also friends from outside their class.”</i>
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From the table above, it can be seen that the implementation each strategy in speaking class aimed to improve students' self-confidence in speaking performance. Lecturer I applied the strategies in line with the theory of Speaking strategy where all strategy are applied to trigger students to talk with high self-confidence. Lecturer I used 10 strategies and applied the strategy every meeting. Lecturer I also combined the strategy in speaking. The implementations of the strategies are different. The lecturer I implement the strategy based on the needed of teaching process. The example: English games were used in the beginning of the teaching process meanwhile others strategies used as the main activity in teaching speaking process. All of the implementation of the strategies leads the situation in the class into comfortable atmosphere to ensure that students have courage to talk in front of class.

Table 3.1

The Interview Result of the Implementation of Strategies used by the lecturer 2 in enhancing Students' Self-Confidence

No	Strategies	Implementation
1	English speaking games	<i>"I implemented English speaking games in every meeting of Speaking class. The implementation of this strategy was divided into several steps; the first I usually gave the games to the students in the beginning of the class in class range, the second, games will be conducted in pair work, and the last games will be given to the large group activities. Each session will have different games activity so I have a lot of games to be implemented in the class. The aimed of this strategy is to assist students to construct their confidence and comfortable in speaking class."</i>
2	Group discussion	<i>"Group discussion was used in every meeting because I started the learning process from pair work, group work discussion and individual work. This activity gave students opportunity to explore their ideas in certain theme. I usually divided students into several groups and give students certain theme to be discussed. Group discussion used in the main activity in the class depends on theme learned. Students presented their ideas in turns."</i>
3	Pair work	<i>"The applications of pair work in teaching speaking assisted students to share ideas with their partners. I used this strategy in every meeting"</i>

		<p><i>in speaking class activity. This activity used to trigger students confidence to talk with partners. I used to apply this activity as a part of main activity in teaching speaking class.</i></p> <p><i>In applying the activity, I ask students to practice a certain themes or in the games role, they will speak with their partner beside them. After that I also ask them work with the partner their chose by themselves.”</i></p>
4	Giving motivations	<p><i>“I motivated students in every single meeting in teaching speaking process. After students performed their ideas in front of class or their discussion mate. I always give motivation to the students to do better. I applied this strategy for every student’s performance to encourage their speaking confidence. The motivation I take from video or the students who is struggle in learning something.”</i></p>
5	Giving appreciations	<p><i>“Appreciation is very important in teaching process. Especially in teaching speaking. By giving appreciation to students, it can encourage student’s self-confidence and courage students willing in speaking performance. I always give appreciation after students speaking performance in teaching speaking class. I give appreciation to all students. I used “good”, “excellent”, “nice”, “and amazing” etc.”</i></p>
6	Role-play	<p><i>“Role-play is applied in my class for certain material or theme. I used this strategy to enhance students’ self-confidence and</i></p>

		<p><i>bravery. I started from divided students in groups then I give the situation and students will decide who will be “who” in their performance. Example; when we discuss about conversation in Hotel, students will divide their partners in groups to take a role (Receptionist, Customer, manager, room boy and etc.)</i></p> <p><i>By doing this strategy, the students feel happy and gets meaningful learning in learning speaking.”</i></p>
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From the table above, it can be seen that the implementation each strategy in speaking class aimed to improve students' self-confidence in speaking performance. Lecturer 2 applied the strategies in line with the theory of Speaking strategy where all strategy are applied to trigger students to talk with high self-confidence. Lecturer I used 6 strategies and applied the strategy every meeting. Lecturer 2 also combined the strategy in speaking. The implementations of the strategies are different. The lecturer I implement the strategy based on the needed of teaching process. The example: English games were used in the beginning of the teaching process meanwhile others strategies used as the main activity in teaching speaking process. All of the implementation of the strategies leads the situation in the class into comfortable atmosphere to ensure that students have courage to talk in front of class.

B. Discussion

After collecting the data, the researcher highlights a comprehending of the lecturer strategy and implementation in enhancing students' self-confidence in speaking. The following details discuss those aspects by providing short summaries of the research and confirmed the result to some theoretical argumentations.

1. Teaching strategies used by lecturers to enhance self-confidence in speaking.

After gaining the data through observation and interview, the researcher found there are some strategies to enhance students' self-confidence in speaking. From 15 strategies proposed by theories (see chapter 2. Page 19). The explanation below indicates the confirmation between theories and application in the field.

a. English Speaking Games

English speaking games provide an interactive and engaging platform for students to practice their speaking skills. By making learning enjoyable, they create a relaxed and supportive environment where students feel more comfortable expressing themselves. Games often involve teamwork, competition, or a fun context, which helps reduce the pressure and anxiety associated with speaking in a formal setting. This relaxed atmosphere encourages students to take risks, experiment with language, and overcome their fear of making mistakes. According

to Albert Bandura's social learning theory, individuals learn through observation, imitation, and modeling. English speaking games provide opportunities for students to observe and imitate their peers or game characters as they engage in spoken communication. By observing successful interactions and imitating effective language use, students can develop their own speaking skills and build self-confidence.

c. Group Discussion

Group discussions align with social learning theory as students can observe and learn from their peers. By engaging in discussions, students witness different speaking styles, techniques, and perspectives, allowing them to observe effective communication strategies. Through this observation, they can model their own speaking behavior after successful examples, leading to increased self-confidence in speaking. Sociocultural theory, developed by Lev Vygotsky, emphasizes the role of social interactions and cultural context in learning. Group discussions provide a social and collaborative setting where students can actively participate and co-construct knowledge through dialogue. As students engage in meaningful conversations and contribute their ideas, they develop a sense of ownership and confidence in their own voice and opinions.

c. Pair Work

Pair work aligns with social learning theory as students learn from each other through observation, imitation, and modeling. When working in pairs, students have the opportunity to observe their partner's speaking style, language use, and communication strategies. By observing successful examples, students can imitate and adopt effective techniques, leading to increased self-confidence in their own speaking abilities. According to Albert Bandura's Self-efficacy theory, which suggests that individuals' beliefs about their own capabilities influence their motivation and performance, pair work can enhance students' self-efficacy by providing a supportive environment for speaking practice. When working with a partner, students receive immediate feedback, encouragement, and validation, which contribute to their belief in their speaking abilities. With each successful interaction, students' self-efficacy grows, leading to increased self-confidence.

d. Giving Motivations

In the context of speaking, students may have performance goals (focused on demonstrating competence to others) or mastery goals (focused on improving skills and personal growth). By fostering a mastery-oriented environment that values effort, improvement, and learning from mistakes, students' motivation and self-confidence can be enhanced. According to Albert Bandura's Achievement Goal Theory

suggests that students' motivation is influenced by their goal orientations. In the context of speaking, students may have performance goals (focused on demonstrating competence to others) or mastery goals (focused on improving skills and personal growth). By fostering a mastery-oriented environment that values effort, improvement, and learning from mistakes, students' motivation and self-confidence can be enhanced. The teacher used the strategies because it can help students to have good self-efficacy in speaking performance.

e. Giving Appreciations

Social learning theory, developed by Albert Bandura, suggests that individuals learn through observation, imitation, and modeling. When teachers give appreciation and positive feedback to students for their speaking efforts and achievements, it serves as a model for effective speaking. Students observe and internalize the feedback, which reinforces their belief in their speaking abilities and boosts their self-confidence. So in based on the data above it can be seen that in teaching speaking, Lecturer provide positive feedback and encouragement can boost students' self-confidence. When teachers acknowledge and appreciate students' efforts and progress in speaking, it reinforces their belief in their abilities. Encouraging words and

recognition of their achievements can create a positive learning environment that instills confidence in students' speaking skills.

f. Drilling

In teaching speaking the lecturer used this strategy to reduce students to reduce anxiety during the learning process. According to B.F Skinner B.F. Skinner, he suggests that learning occurs through repeated stimulus-response associations and reinforcement. Drilling aligns with this theory by providing repeated practice of language patterns or structures, reinforcing correct responses, and gradually increasing students' confidence in using them. The positive reinforcement received during drilling activities can boost students' self-confidence in speaking.

g. Role Play

The strategy used by the lecturer to force students to actively participate and engage in speaking. By taking on different roles and immersing themselves in the simulated scenarios, students are motivated to express themselves verbally. This active engagement provides a safe and structured environment for students to practice speaking, leading to increased self-confidence. According to Albert Bandura in Social Learning Theory, Emphasizes the role of observation and imitation in learning. Role play provides students with opportunities to observe and imitate language use in realistic contexts.

By engaging in role plays, students observe how others communicate, which serves as a model for their own speaking behavior. As students witness successful communication and receive positive reinforcement during role plays their self-confidence in speaking increases.

Constructivism: Constructivism emphasizes the active construction of knowledge and meaning by learners. Role play encourages students to actively engage in the learning

h. Collaborative Learning

Lecturer used the strategy to force students' participation in speaking class. Collaborative learning encourages active participation and engagement of students in speaking activities. Through group discussions, pair work, or team projects, students have more opportunities to practice speaking and express their ideas in a supportive environment. This active involvement boosts their confidence as they become more comfortable and proficient in verbal communication. According to Lev Vygotsky's theories, emphasizes the importance of social interaction and collaboration in learning. Collaborative learning provides students with opportunities to engage in meaningful discussions and interactions with their peers. By working together, students can exchange ideas, provide feedback, and

support each other in their speaking efforts. Through this collaborative process, students develop a shared understanding of effective

i. Says equipment or handouts

In this strategy, the lecturer provides hand out and equipment likes pictures, posters to create an interesting learning process. By providing equipment or handouts, students have access to necessary resources that support their learning and speaking activities. Having the required tools, such as audiovisual equipment, presentations, or reference materials, enables students to engage more effectively in speaking tasks. When students feel prepared and equipped with the necessary resources, their self-confidence in speaking is enhanced.

j. Interview activity

Lev Vygotsky, suggests that learning is most effective when it occurs within the learner's "zone of proximal development," with appropriate scaffolding and support. Providing equipment or handouts can serve as scaffolds to support students' speaking tasks. For example, visual aids or handouts can provide structure, cues, or prompts that assist students in organizing their thoughts or conveying their ideas effectively. The scaffolding provided by these resources helps students operate within their ZPD, leading to increased self-confidence as they successfully navigate speaking tasks with the support of the provided materials.

The lecturer 1 provides some equipment in learning process to ensure students interesting in delivering them ideas in speaking.

From the explanation above, there are ten strategies used by lecturer in teaching speaking to enhance student's self-confidence in teaching speaking where lecturer 1 used 10 strategies while lecturer 2 used 6 strategies. The purpose is match with the theories from Albert Bandura and Lev Vygotsky. They confirmed that strategy used by lecturers can increase students' self-confidence with many reasons.

2. The Implementation of strategies used by lecturers to enhance self-confidence in speaking.

a. English Speaking Games

The implementation of English speaking games based on the interview described that the lecturer conducted the strategy every meeting in speaking class. The implementation of this strategy was divided into several steps; the first the lecturer usually gave the games to the students in the beginning of the class in class range, the second, games will be conducted in pair work, and the last games will be given to the large group activities. Each session will have different games activity so I have a lot of games to be implemented in the class. The aimed of this strategy is to assist students to construct their confidence and comfortable in speaking class.

b. Group Discussion

Group discussion was used in every meeting because the lecturer started the learning process from pair work, group work discussion and individual work. This activity gave students opportunity to explore their ideas in certain theme. The lecturer usually divided students into several groups and gives students certain theme to be discussed. Group discussion used in the main activity in the class depends on theme learned. Students presented their ideas in turns.

c. Pair Work

The applications of pair work in teaching speaking assisted students to share ideas with their partners. The lecturers used this strategy every meeting in speaking class activity. This activity used to trigger students confidence to talk with partners. The lecturers used to apply this activity as a part of main activity in teaching speaking class. In applying the activity, the lecturers ask students to practice a certain themes or in the games role, they will speak with their partner beside them. After that the lecturer also ask them work with the partner their chose by themselves

d. Giving motivations

The lecturers implemented this strategy to motivated students in every single meeting in teaching speaking process. After students performed their ideas in front of class or their discussion mate, The

lecturers always give motivation to the students to do better by giving some encouragement statement. The lecturers applied this strategy for every student's performance to encourage their speaking confidence. The motivation is taken from video or the students who is struggle in learning something

e. Giving Appreciation

In this strategy, the lecturer implements appreciation for students to increase their self-confidence in speaking because it is very important in teaching process especially in teaching speaking. By giving appreciation to students, it can encourage student's self-confidence and courage students willing in speaking performance. The lecturers always give appreciation after students speaking performance in teaching speaking class. The lecturers give appreciation to all students. I used "good", "excellent", "nice", "and amazing" etc.

f. Role Play

Role-play is applied in the class for certain material or theme. The lecturer used this strategy to enhance students' self-confidence and bravery. The implementation started from dividing students in several groups then the lecturer give the situation and students decide who will be "who" in their performance. Example; when we discuss about

conversation in Hotel, students will divide their partners in groups to take a role (Receptionist, Customer, manager, room boy and etc.)

By doing this strategy, the students feel happy and gets meaningful learning in learning speaking.

g. Drilling

The implementation of drilling was only for mispronounce done by the students and if the lecturers need space to explain the difficult word to be pronounced. The lecturer also used this strategy when the students get difficult to pronounce the word or unrecognized vocabularies. The lecturer used drilling in a full sentence in a conversation. The lecturer sometimes used audio taken from native speaker as sources in drilling the material. Drilling can trigger students to talk because they know exactly the words in sentences so they were not ashamed to talk.

h. Collaborative learning

The first step in conducting this strategy is by implemented the issue or problem to the students and gives time to them to discuss about how to overcome or response the issue. The groups are divided to ensure students can work collaboratively. The lecturers ask students from different class to work together in one project. After that they performed the result by using power point in front of class meeting.

i. Says Equipment and Hand Out

The lecturer prepared the hand out before meeting connecting to the material in teaching speaking, after that the lecturers give the hand out to the students and give them time to read and comprehending the hand out. The hand out usually used to give students background knowledge before speak up their ideas in front of the class. Hand out also used before coming to drilling mode to ensure students know exactly the expression to be performed. The hand out contained of speaking expression (expressing thanks, idea, opinion, rejecting, offering and etc.) by handing out equipment to the students, it give them substantial background knowledge to trigger their confidence in talk.

j. Interview Activity

Interview activity used to develop question and answer skill in a conversation. The lecturer used this strategy to make students get interaction with other friends in conversation. The lecturer started by giving a simulation or example for the students before coming to students practice session. Interview consist of several question connected to the theme. Each student get difference questions to be asked. Then they started to interview their friends inside and outside the classroom mate. The lecturers asked students to do interview not

only their friends from one class but also friends from outside their class.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter contained about the descriptions of the result of the research. It is contained of Conclusion and suggestion;

A. Conclusion

1. Based on finding and discussion in the previous chapter, it can be seen that there are some strategies used by the lecturer in teaching speaking to enhance students' self-confidence. The strategies are; English Speaking games, group discussion, pair work, giving appreciation, giving motivation, says equipment and handout, pair work, role play, drilling, collaborative learning and interview activity. From 15 strategies proposed by the theory only 10 strategies used by lecturer who taught in speaking class to enhance students self-confidence.
2. The implementation of the strategy used by the lecturer to enhance students' self-confidence in speaking was different among the strategies. Generally, the lecturer started the strategy by selecting appropriate material to be used in the class, second, the lecturer divided class from pair work, group work and the last individual work. The steps are depending on students and situation needed. Third, the lecturers sometimes ask students to work outside the class with the others students

3. from different class. Fourth, the lecturer used the strategies in pre-activity and main activity depending on the situation needed.

B. Suggestion

1. For the lecturer

The lecturer can adopt the same strategy to enhance students' self-confidence in speaking. The strategy can help students build up their confidence. Building self-confidence in speaking takes time and requires a supportive and nurturing learning environment. By implementing these strategies consistently and adapting them to the specific needs of students, the lecturer can help enhance their self-confidence and create a positive learning experience for them.

2. For further lecturer

For further lecturer, there are some point that are still need to be exposed; after using the strategy further researcher can investigate students' perception toward the strategies used by the lecturer to know more about whether the students interest or not.

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Appendix 1

**KEMENTERIAN AGAMA REPUBLIK INDONESIA**
INSTITUT AGAMA ISLAM NEGERI CURUP
FAKULTAS TARBİYAH
Alamat : Jalan DR. A.K. Gani No 1 Kotak Pos 108 Curup-Bengkulu Telpn. (0732) 21010
Fax. (0732) 21010 Homepage <http://www.iaincurup.ac.id> E-Mail : admin@iaincurup.ac.id

KEPUTUSAN DEKAN FAKULTAS TARBİYAH
Nomor : 1726 Tahun 2022

Tentang
PENUNJUKAN PEMBIMBING 1 DAN 2 DALAM PENULISAN SKRIPSI
INSTITUT AGAMA ISLAM NEGERI CURUP

Menimbang : a. Bahwa untuk kelancaran penulisan skripsi mahasiswa, perlu ditunjuk dosen Pembimbing I dan II yang bertanggung jawab dalam penyelesaian penulisan yang dimaksud ;
b. Bahwa saudara yang namanya tercantum dalam Surat Keputusan ini dipandang cakap dan mampu serta memenuhi syarat untuk diserahi tugas sebagai pembimbing I dan II ;

Mengingat : 1. Undang-Undang Nomor 20 tahun 2003 tentang Sistem Pendidikan Nasional ;
2. Peraturan Presiden RI Nomor 24 Tahun 2018 tentang Institut Negeri Islam Curup ;
3. Peraturan Menteri Agama RI Nomor : 30 Tahun 2018 tentang Organisasi dan Tata Kerja Institut Agama Islam Negeri Curup ;
4. Keputusan Menteri Pendidikan Nasional RI Nomor 184/U/2001 tentang Pedoman Pengawasan Pengendalian dan Pembinaan Program Diploma, Sarjana dan Pascasarjana di Perguruan Tinggi ;
5. Keputusan Menteri Agama RI Nomor 019558/B.II/3/2022, tanggal 18 April 2022 tentang Pengangkatan Rektor IAIN Curup Periode 2022 - 2026.
6. Keputusan Direktur Jenderal Pendidikan Islam Nomor : 3514 Tahun 2016 Tanggal 21 oktober 2016 tentang Izin Penyelenggaraan Program Studi pada Program Sarjana STAIN Curup
7. Keputusan Rektor IAIN Curup Nomor : 0317 tanggal 13 Mei 2022 tentang Pengangkatan Dekan Fakultas Tarbiyah Institut Agama Islam Negeri Curup.

Memperhatikan : 1. Surat Rekomendasi dari Ketua Prodi TBI Nomor : B. 064/FT.2 / In.34//PP.00.9/TBI/2022
2. Berita Acara Seminar Proposal Pada Hari Jumat, 25 November 2022

MEMUTUSKAN :

Menetapkan

Pertama : 1. **Paidi Gusmuliana, M.Pd** **19840817 20150301 004**
2. **Sarwo Edy, M.Pd** **2007068102**

Dosen Institut Agama Islam Negeri (IAIN) Curup masing-masing sebagai Pembimbing I dan II dalam penulisan skripsi mahasiswa :

N A M A : **Faisal Ramadhani**
N I M : **17551016**
JUDUL SKRIPSI : **Teaching Lecturer Strategies to Enhance Student' Self-Confidence in Speaking at Fifth Semester of Study Program in IAIN Curup**

Kedua : Proses bimbingan dilakukan sebanyak 8 kali pembimbing I dan 8 kali pembimbing II dibuktikan dengan kartu bimbingan skripsi ;

Ketiga : Pembimbing I bertugas membimbing dan mengarahkan hal-hal yang berkaitan dengan substansi dan konten skripsi. Untuk pembimbing II bertugas dan mengarahkan dalam penggunaan bahasa dan metodologi penulisan ;


Keempat : Kepada masing-masing pembimbing diberi honorarium sesuai dengan peraturan yang berlaku ;

Kelima : Surat Keputusan ini disampaikan kepada yang bersangkutan untuk diketahui dan dilaksanakan sebagaimana mestinya ;

Keenam : Keputusan ini berlaku sejak ditetapkan dan berakhir setelah skripsi tersebut dinyatakan sah oleh IAIN Curup atau masa bimbingan telah mencapai 1 tahun sejak SK ini ditetapkan ;

Ketujuh : Apabila terdapat kekeliruan dalam surat keputusan ini, akan diperbaiki sebagaimana mestinya sesuai peraturan yang berlaku ;

Ditetapkan di Curup,
Pada tanggal 29 November 2022


Hamengkubuwono

Dekan

Tembusan :
1. Rektor
2. Bendahara IAIN Curup;
3. Kabag Akademik kemahasiswaan dan kerja sama;
4. Mahasiswa yang bersangkutan;

Appendix 2

**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.iaincurup.ac.id> Email: admin@iaincurup.ac.id Kode Pos 39119

Nomor : 1750 /In.34/FT/PP.00.9/11/2022 29 November 2022
Lampiran : Proposal dan Instrumen
Hal : Permohonan Izin Penelitian

Kepada Yth. Rektor IAIN Curup

Assalamualaikum Wr, Wb

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

Nama : Faisal Ramadhani
NIM : 17551016
Fakultas/Prodi : Tarbiyah / TBI
Judul Skripsi : Teaching Lecturer Strategies to Enhance Students' Self-Confidence in Speaking at Fifth Semester of Study Program in IAIN Curup.
Waktu Penelitian : 29 November 2022 s.d 29 Februari 2023
Lokasi Penelitian : IAIN Curup


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


Dr. Saket Anshari, S.Pd.I., Hum
NID. 200504 1 002

Tembusan : disampaikan Yth

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

Appendix 3



IAIN CURUP

KARTU KONSULTASI PEMBIMBING SKRIPSI


NAMA : Jasal Panahani
 NIM : 175106
 FAKULTAS/ PRODI : TARBIYAH / TeI

PEMBIMBING I : Dr. Peleli Gusmaliana, M.Pd
 PEMBIMBING II : SAPWIS EDY M.Pd
 JUDUL SKRIPSI : Teaching lecturer strategies to enhance self-confidence in speaking of fifth semester of study english program in IAIN Curup

* Kartu konsultasi ini harap dibawa pada setiap konsultasi dengan pembimbing 1 atau pembimbing 2;

* Dianjurkan kepada mahasiswa yang menulis skripsi untuk berkonsultasi sebanyak mungkin dengan pembimbing 1 minimal 2 (dua) kali, dan konsultasi pembimbing 2 minimal 5 (lima) kali dibuktikan dengan kolom yang di selesaikan;

* Agar ada waktu cukup untuk perbaikan skripsi sebelum diajukan diharapkan agar konsultasi terakhir dengan pembimbing dilakukan paling lambat sebelum ujian skripsi.




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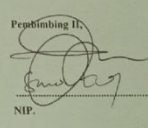
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


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


PEMBIMBING I : Dr. Peleli Gusmaliana, M.Pd
 PEMBIMBING II : SAPWIS EDY M.Pd
 JUDUL SKRIPSI : Teaching lecturer strategies to enhance self-confidence in speaking of fifth semester of study english program in IAIN Curup

Kami berpendapat bahwa skripsi ini sudah dapat diajukan untuk ujian skripsi IAIN Curup.

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IAIN CURUP				
NO	TANGGAL	Hal-hal yang Dibicarakan	Paraf Pembimbing I	Paraf Mahasiswa
1	27/10/2020	Chapter 1		
2	27/10/2020	" 2		
3	28/10/2020	" 3		
4				
5				
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7				
8				

IAIN CURUP				
NO	TANGGAL	Hal-hal yang Dibicarakan	Paraf Pembimbing II	Paraf Mahasiswa
1	27/10/2020	Chapter 1		
2	27/10/2020	Chapter II		
3	27/10/2020	Chapter III		
4				
5				
6				
7				
8				

Appendix 4

Teaching strategies used by lecturer to enhance self-confidence in speaking Observation 1 (Lecturer 1)

No	Variables	Indicators	Yes	No
1	English speaking games	The English-speaking lecturer applies some English-speaking games adopted from game books or created by him to boost students' confidence in English speaking.	√	
2	English drama	The English-speaking lecturer engages students into drama performance with English the medium of drama communication in order to boost students' confidence in English speaking.		√
3	Group discussion	The English-speaking lecturer sets students to work in groups to discuss an issue in English to trigger students' confidence to talk in English.	√	
4	Pair work	The English-speaking lecturer sets students to work in pair to talk in English for the sake of training students to be more confident in English speaking.	√	
5	Drilling	The English-speaking lecturer asks students to repeat some English expressions they have learned during speaking class in order that students can be confident in using such expressions.		√
6	Podcast language learning	The English-speaking lecturer uses podcast technology to interview students using English in order to boost their confidence in speaking.		√
7	Collaborative learning	The English-speaking lecturer poses an issue to be solved collaboratively by students in order to hone students' confidence in delivering		√

		their ideas using English.		
8	Good demonstration	<p>The English-speaking lecturer exemplifies students about how to speak English fluently and accurately with good confidence.</p> <p>The English-speaking lecturer uses some English-speaking audios or videos to exemplify students that natural English speaking should be done confidently.</p>		√
9	Role-play	The English-speaking lecturer makes an effort to boost students' confidence in English speaking by assigning students some scripted communication roles to be played.		√
10	Says equipment or handouts	<p>The English-speaking lecturer uses some photocopiable handouts to help students become more confidence in communication using English.</p> <p>The English-speaking lecturer uses some internet sources as says equipment to help students practice English speaking confidently.</p>		√
11	Providing real-time input and practice	<p>The English-speaking lecturer makes use of some English videos as the representations of real-time input to be imitated by students in order that students can be more confidence in English speaking.</p> <p>The English-speaking lecturer sets English speaking practices using the topics familiar with the students so that the students are confident in speaking up in English.</p>		√
12	Using authentic materials	The English-speaking lecturer uses authentic materials to be imitated by students during English speaking practice in order that students feel		√

		confident in speaking in a real-time moment.		
13	Interview activity	The English-speaking lecturer assigns students some guided questions to interview with each other in order to train students' confidence in English speaking		√
14	Giving motivations	The English-speaking lecturer always gives motivations to students for the sake of enhancing students' confidence in English speaking.	√	
15	Giving appreciations	The English-speaking lecturer always appreciates students' success in learning English speaking at certain levels in order that students can maintain their confidence in English speaking at the next level.	√	

**Teaching strategies used by lecturer to enhance self-confidence in speaking
Observation 2 (Lecturer 1)**

No	Variables	Indicators	Yes	No
1	English speaking games	The English-speaking lecturer applies some English-speaking games adopted from game books or created by him to boost students' confidence in English speaking.	√	
2	English drama	The English-speaking lecturer engages students into drama performance with English the medium of drama communication in order to boost students' confidence in English speaking.		√
3	Group discussion	The English-speaking lecturer sets students to work in groups to discuss an issue in English to trigger students' confidence to talk in English.		√
4	Pair work	The English-speaking lecturer sets students to work in pair to talk in English for the sake of training students to be more confident in English speaking.	√	
5	Drilling	The English-speaking lecturer asks students to repeat some English expressions they have learned during speaking class in order that students can be confident in using such expressions.	√	
6	Podcast language learning	The English-speaking lecturer uses podcast technology to interview students using English in order to boost their confidence in speaking.		√
7	Collaborative learning	The English-speaking lecturer poses an issue to be solved collaboratively by students in order to hone students' confidence in delivering their ideas using English.		√
8	Good demonstration	The English-speaking lecturer exemplifies students about how to		

		<p>speak English fluently and accurately with good confidence.</p> <p>The English-speaking lecturer uses some English-speaking audios or videos to exemplify students that natural English speaking should be done confidently.</p>		√
9	Role-play	The English-speaking lecturer makes an effort to boost students' confidence in English speaking by assigning students some scripted communication roles to be played.	√	
10	Says equipment or handouts	<p>The English-speaking lecturer uses some photocopyable handouts to help students become more confidence in communication using English.</p> <p>The English-speaking lecturer uses some internet sources as says equipment to help students practice English speaking confidently.</p>		√
11	Providing real-time input and practice	<p>The English-speaking lecturer makes use of some English videos as the representations of real-time input to be imitated by students in order that students can be more confidence in English speaking.</p> <p>The English-speaking lecturer sets English speaking practices using the topics familiar with the students so that the students are confident in speaking up in English.</p>		√
12	Using authentic materials	The English-speaking lecturer uses authentic materials to be imitated by students during English speaking practice in order that students feel confident in speaking in a real-time moment.		√
13	Interview activity	The English-speaking lecturer		

		assigns students some guided questions to interview with each other in order to train students' confidence in English speaking		√
14	Giving motivations	The English-speaking lecturer always gives motivations to students for the sake of enhancing students' confidence in English speaking.	√	
15	Giving appreciations	The English-speaking lecturer always appreciates students' success in learning English speaking at certain levels in order that students can maintain their confidence in English speaking at the next level.	√	

Teaching strategies used by lecturer to enhance self-confidence in speaking

Observation 3 (Lecturer 1)

No	Variables	Indicators	Yes	No
1	English speaking games	The English-speaking lecturer applies some English-speaking games adopted from game books or created by him to boost students' confidence in English speaking.	√	
2	English drama	The English-speaking lecturer engages students into drama performance with English the medium of drama communication in order to boost students' confidence in English speaking.		√
3	Group discussion	The English-speaking lecturer sets students to work in groups to discuss an issue in English to trigger students' confidence to talk in English.		√
4	Pair work	The English-speaking lecturer sets students to work in pair to talk in English for the sake of training students to be more confident in English speaking.		√
5	Drilling	The English-speaking lecturer asks students to repeat some English expressions they have learned during speaking class in order that students can be confident in using such expressions.		√
6	Podcast language learning	The English-speaking lecturer uses podcast technology to interview students using English in order to boost their confidence in speaking.		√
7	Collaborative learning	The English-speaking lecturer poses an issue to be solved collaboratively by students in order to hone students' confidence in delivering their ideas using English.	√	
8	Good	The English-speaking lecturer		

	demonstration	<p>exemplifies students about how to speak English fluently and accurately with good confidence.</p> <p>The English-speaking lecturer uses some English-speaking audios or videos to exemplify students that natural English speaking should be done confidently.</p>		√
9	Role-play	The English-speaking lecturer makes an effort to boost students' confidence in English speaking by assigning students some scripted communication roles to be played.		√
10	Says equipment or handouts	<p>The English-speaking lecturer uses some photocopiable handouts to help students become more confidence in communication using English.</p> <p>The English-speaking lecturer uses some internet sources as says equipment to help students practice English speaking confidently.</p>		√
11	Providing real-time input and practice	<p>The English-speaking lecturer makes use of some English videos as the representations of real-time input to be imitated by students in order that students can be more confidence in English speaking.</p> <p>The English-speaking lecturer sets English speaking practices using the topics familiar with the students so that the students are confident in speaking up in English.</p>		√
12	Using authentic materials	The English-speaking lecturer uses authentic materials to be imitated by students during English speaking practice in order that students feel confident in speaking in a real-time moment.		√

13	Interview activity	The English-speaking lecturer assigns students some guided questions to interview with each other in order to train students' confidence in English speaking		√
14	Giving motivations	The English-speaking lecturer always gives motivations to students for the sake of enhancing students' confidence in English speaking.	√	
15	Giving appreciations	The English-speaking lecturer always appreciates students' success in learning English speaking at certain levels in order that students can maintain their confidence in English speaking at the next level.	√	

**Teaching strategies used by lecturer to enhance self-confidence in speaking
Observation 4 (Lecturer 1)**

No	Variables	Indicators	Yes	No
1	English speaking games	The English-speaking lecturer applies some English-speaking games adopted from game books or created by him to boost students' confidence in English speaking.	√	
2	English drama	The English-speaking lecturer engages students into drama performance with English the medium of drama communication in		√

		order to boost students' confidence in English speaking.		
3	Group discussion	The English-speaking lecturer sets students to work in groups to discuss an issue in English to trigger students' confidence to talk in English.		√
4	Pair work	The English-speaking lecturer sets students to work in pair to talk in English for the sake of training students to be more confident in English speaking.		√
5	Drilling	The English-speaking lecturer asks students to repeat some English expressions they have learned during speaking class in order that students can be confident in using such expressions.		√
6	Podcast language learning	The English-speaking lecturer uses podcast technology to interview students using English in order to boost their confidence in speaking.		√
7	Collaborative learning	The English-speaking lecturer poses an issue to be solved collaboratively by students in order to hone students' confidence in delivering their ideas using English.		√
8	Good demonstration	The English-speaking lecturer exemplifies students about how to speak English fluently and accurately with good confidence. The English-speaking lecturer uses some English-speaking audios or videos to exemplify students that natural English speaking should be done confidently.		√
9	Role-play	The English-speaking lecturer makes an effort to boost students' confidence in English speaking by assigning students some scripted communication roles to be played.		√

10	Says equipment or handouts	<p>The English-speaking lecturer uses some photocopyable handouts to help students become more confidence in communication using English.</p> <p>The English-speaking lecturer uses some internet sources as says equipment to help students practice English speaking confidently.</p>	√	
11	Providing real-time input and practice	<p>The English-speaking lecturer makes use of some English videos as the representations of real-time input to be imitated by students in order that students can be more confidence in English speaking.</p> <p>The English-speaking lecturer sets English speaking practices using the topics familiar with the students so that the students are confident in speaking up in English.</p>		√
12	Using authentic materials	The English-speaking lecturer uses authentic materials to be imitated by students during English speaking practice in order that students feel confident in speaking in a real-time moment.		√
13	Interview activity	The English-speaking lecturer assigns students some guided questions to interview with each other in order to train students' confidence in English speaking	√	
14	Giving motivations	The English-speaking lecturer always gives motivations to students for the sake of enhancing students' confidence in English speaking.	√	
15	Giving appreciations	The English-speaking lecturer always appreciates students' success in learning English speaking at certain levels in order that students	√	

		can maintain their confidence in English speaking at the next level.		
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**Teaching strategies used by lecturer to enhance self-confidence in speaking
Observation 1 (Lecturer 2)**

No	Variables	Indicators	Yes	No
1	English speaking games	The English-speaking lecturer applies some English-speaking games adopted from game books or created by him to boost students' confidence in English speaking.	√	
2	English drama	The English-speaking lecturer engages students into drama performance with English the medium of drama communication in order to boost students' confidence in English speaking.		√
3	Group discussion	The English-speaking lecturer sets students to work in groups to discuss an issue in English to trigger students' confidence to talk in English.		√
4	Pair work	The English-speaking lecturer sets students to work in pair to talk in English for the sake of training students to be more confident in English speaking.	√	
5	Drilling	The English-speaking lecturer asks students to repeat some English expressions they have learned during speaking class in order that students can be confident in using such expressions.		√
6	Podcast language learning	The English-speaking lecturer uses podcast technology to interview students using English in order to boost their confidence in speaking.		√
7	Collaborative learning	The English-speaking lecturer poses an issue to be solved collaboratively by students in order to hone students' confidence in delivering their ideas using English.	√	
8	Good demonstration	The English-speaking lecturer exemplifies students about how to		

		<p>speak English fluently and accurately with good confidence.</p> <p>The English-speaking lecturer uses some English-speaking audios or videos to exemplify students that natural English speaking should be done confidently.</p>		√
9	Role-play	The English-speaking lecturer makes an effort to boost students' confidence in English speaking by assigning students some scripted communication roles to be played.		√
10	Says equipment or handouts	<p>The English-speaking lecturer uses some photocopyable handouts to help students become more confidence in communication using English.</p> <p>The English-speaking lecturer uses some internet sources as says equipment to help students practice English speaking confidently.</p>		√
11	Providing real-time input and practice	<p>The English-speaking lecturer makes use of some English videos as the representations of real-time input to be imitated by students in order that students can be more confidence in English speaking.</p> <p>The English-speaking lecturer sets English speaking practices using the topics familiar with the students so that the students are confident in speaking up in English.</p>		√
12	Using authentic materials	The English-speaking lecturer uses authentic materials to be imitated by students during English speaking practice in order that students feel confident in speaking in a real-time moment.		√
13	Interview activity	The English-speaking lecturer		

		assigns students some guided questions to interview with each other in order to train students' confidence in English speaking		√
14	Giving motivations	The English-speaking lecturer always gives motivations to students for the sake of enhancing students' confidence in English speaking.		√
15	Giving appreciations	The English-speaking lecturer always appreciates students' success in learning English speaking at certain levels in order that students can maintain their confidence in English speaking at the next level.	√	

**Teaching strategies used by lecturer to enhance self-confidence in speaking
Observation 2 (Lecturer 2)**

No	Variables	Indicators	Yes	No
1	English speaking games	The English-speaking lecturer applies some English-speaking games adopted from game books or created by him to boost students' confidence in English speaking.	√	
2	English drama	The English-speaking lecturer engages students into drama performance with English the medium of drama communication in order to boost students' confidence in English speaking.		√
3	Group discussion	The English-speaking lecturer sets students to work in groups to discuss an issue in English to trigger students' confidence to talk in English.	√	
4	Pair work	The English-speaking lecturer sets students to work in pair to talk in English for the sake of training students to be more confident in English speaking.		√
5	Drilling	The English-speaking lecturer asks students to repeat some English expressions they have learned during speaking class in order that students can be confident in using such expressions.		√
6	Podcast language learning	The English-speaking lecturer uses podcast technology to interview students using English in order to boost their confidence in speaking.		√
7	Collaborative learning	The English-speaking lecturer poses an issue to be solved collaboratively by students in order to hone students' confidence in delivering their ideas using English.		√
8	Good demonstration	The English-speaking lecturer exemplifies students about how to		

		<p>speak English fluently and accurately with good confidence.</p> <p>The English-speaking lecturer uses some English-speaking audios or videos to exemplify students that natural English speaking should be done confidently.</p>		√
9	Role-play	The English-speaking lecturer makes an effort to boost students' confidence in English speaking by assigning students some scripted communication roles to be played.		√
10	Says equipment or handouts	<p>The English-speaking lecturer uses some photocopyable handouts to help students become more confidence in communication using English.</p> <p>The English-speaking lecturer uses some internet sources as says equipment to help students practice English speaking confidently.</p>		√
11	Providing real-time input and practice	<p>The English-speaking lecturer makes use of some English videos as the representations of real-time input to be imitated by students in order that students can be more confidence in English speaking.</p> <p>The English-speaking lecturer sets English speaking practices using the topics familiar with the students so that the students are confident in speaking up in English.</p>		√
12	Using authentic materials	The English-speaking lecturer uses authentic materials to be imitated by students during English speaking practice in order that students feel confident in speaking in a real-time moment.		√
13	Interview activity	The English-speaking lecturer		

		assigns students some guided questions to interview with each other in order to train students' confidence in English speaking		√
14	Giving motivations	The English-speaking lecturer always gives motivations to students for the sake of enhancing students' confidence in English speaking.		√
15	Giving appreciations	The English-speaking lecturer always appreciates students' success in learning English speaking at certain levels in order that students can maintain their confidence in English speaking at the next level.	√	

**Teaching strategies used by lecturer to enhance self-confidence in speaking
Observation 3 (Lecturer 2)**

No	Variables	Indicators	Yes	No
1	English speaking games	The English-speaking lecturer applies some English-speaking games adopted from game books or created by him to boost students' confidence in English speaking.	√	
2	English drama	The English-speaking lecturer engages students into drama performance with English the medium of drama communication in order to boost students' confidence in English speaking.		√
3	Group discussion	The English-speaking lecturer sets students to work in groups to discuss an issue in English to trigger students' confidence to talk in English.	√	
4	Pair work	The English-speaking lecturer sets students to work in pair to talk in English for the sake of training students to be more confident in English speaking.		√
5	Drilling	The English-speaking lecturer asks students to repeat some English expressions they have learned during speaking class in order that students can be confident in using such expressions.		√
6	Podcast language learning	The English-speaking lecturer uses podcast technology to interview students using English in order to boost their confidence in speaking.		√
7	Collaborative learning	The English-speaking lecturer poses an issue to be solved collaboratively by students in order to hone students' confidence in delivering their ideas using English.		√
8	Good demonstration	The English-speaking lecturer exemplifies students about how to		

		<p>speak English fluently and accurately with good confidence.</p> <p>The English-speaking lecturer uses some English-speaking audios or videos to exemplify students that natural English speaking should be done confidently.</p>		√
9	Role-play	The English-speaking lecturer makes an effort to boost students' confidence in English speaking by assigning students some scripted communication roles to be played.		√
10	Says equipment or handouts	<p>The English-speaking lecturer uses some photocopyable handouts to help students become more confidence in communication using English.</p> <p>The English-speaking lecturer uses some internet sources as says equipment to help students practice English speaking confidently.</p>		√
11	Providing real-time input and practice	<p>The English-speaking lecturer makes use of some English videos as the representations of real-time input to be imitated by students in order that students can be more confidence in English speaking.</p> <p>The English-speaking lecturer sets English speaking practices using the topics familiar with the students so that the students are confident in speaking up in English.</p>		√
12	Using authentic materials	The English-speaking lecturer uses authentic materials to be imitated by students during English speaking practice in order that students feel confident in speaking in a real-time moment.		√
13	Interview activity	The English-speaking lecturer		

		assigns students some guided questions to interview with each other in order to train students' confidence in English speaking		√
14	Giving motivations	The English-speaking lecturer always gives motivations to students for the sake of enhancing students' confidence in English speaking.		√
15	Giving appreciations	The English-speaking lecturer always appreciates students' success in learning English speaking at certain levels in order that students can maintain their confidence in English speaking at the next level.	√	

**Teaching strategies used by lecturer to enhance self-confidence in speaking
Observation 4 (Lecturer 2)**

No	Variables	Indicators	Yes	No
1	English speaking games	The English-speaking lecturer applies some English-speaking games adopted from game books or created by him to boost students' confidence in English speaking.	√	
2	English drama	The English-speaking lecturer engages students into drama performance with English the medium of drama communication in order to boost students' confidence in English speaking.		√
3	Group discussion	The English-speaking lecturer sets students to work in groups to discuss an issue in English to trigger students' confidence to talk in English.	√	
4	Pair work	The English-speaking lecturer sets students to work in pair to talk in English for the sake of training students to be more confident in English speaking.		√
5	Drilling	The English-speaking lecturer asks students to repeat some English expressions they have learned during speaking class in order that students can be confident in using such expressions.		√
6	Podcast language learning	The English-speaking lecturer uses podcast technology to interview students using English in order to boost their confidence in speaking.		√
7	Collaborative learning	The English-speaking lecturer poses an issue to be solved collaboratively by students in order to hone students' confidence in delivering their ideas using English.		√
8	Good demonstration	The English-speaking lecturer exemplifies students about how to		

		<p>speak English fluently and accurately with good confidence.</p> <p>The English-speaking lecturer uses some English-speaking audios or videos to exemplify students that natural English speaking should be done confidently.</p>		√
9	Role-play	The English-speaking lecturer makes an effort to boost students' confidence in English speaking by assigning students some scripted communication roles to be played.		√
10	Says equipment or handouts	<p>The English-speaking lecturer uses some photocopyable handouts to help students become more confidence in communication using English.</p> <p>The English-speaking lecturer uses some internet sources as says equipment to help students practice English speaking confidently.</p>		√
11	Providing real-time input and practice	<p>The English-speaking lecturer makes use of some English videos as the representations of real-time input to be imitated by students in order that students can be more confidence in English speaking.</p> <p>The English-speaking lecturer sets English speaking practices using the topics familiar with the students so that the students are confident in speaking up in English.</p>		√
12	Using authentic materials	The English-speaking lecturer uses authentic materials to be imitated by students during English speaking practice in order that students feel confident in speaking in a real-time moment.		√
13	Interview activity	The English-speaking lecturer		

		assigns students some guided questions to interview with each other in order to train students' confidence in English speaking		√
14	Giving motivations	The English-speaking lecturer always gives motivations to students for the sake of enhancing students' confidence in English speaking.		√
15	Giving appreciations	The English-speaking lecturer always appreciates students' success in learning English speaking at certain levels in order that students can maintain their confidence in English speaking at the next level.	√	

All Teaching Strategies used by Lecturer 1 and 2 to Enhance Students Self-confidence in speaking

No	Lecturers	Strategy used by lecturer to Enhance Students' Self-confidence	Note
1	Lecturer 1	11. English speaking games 12. Group discussion 13. Pair work 14. Giving motivations 15. Giving appreciations 16. Drilling 17. Role-play 18. Collaborative learning 19. Says equipment or handouts 20. Interview activity	All strategies were used during teaching learning process. It started from meeting 4 to 8 (observation 1-4). The lecturer used almost the same strategy every meeting with adding some strategy in a meeting.
2	Lecturer 2	7. English speaking games 8. Group discussion 9. Pair work 10. Giving motivations 11. Giving appreciations 12. Role-play	All strategies were used during teaching learning process. It started from meeting 4 to 8 (observation 1-4). The lecturer used almost the same strategy every meeting with adding some strategy in a meeting.

The Interview Result of the Implementation of Strategies used by the lecturer 1 in enhancing Students' Self-Confidence

No	Strategies	Implementation
1	English speaking games	<i>"I implement the strategies by giving my students speaking games in the beginning of the material (brainstorming Activity). I give students time to play for 5-10 minutes before we go to the main material. By this activity hopes that the students can construct their confidence and comfortable before they start to learn the main material."</i>
2	Group discussion	<i>"I used group discussion to give students opportunity to explore their ideas in certain material. I usually divided students into several groups and give students certain theme to be discussed. Group discussion used in the main activity in the class depends on theme learned. Students presented their ideas in turns."</i>
3	Pair work	<i>"The applying of pair work in teaching speaking assisted students to share ideas with their partners. This activity used to trigger students confidence to talk in small scale. I used to apply this activity before main activity in teaching speaking. In applying the activity, I ask students to practice their speaking with their partner beside them. After that I also ask them work with the partner their chose by themselves."</i>
4	Giving motivations	<i>"I motivated students in every single meeting in teaching speaking process. After students performed</i>

		<i>their ideas in front of class or their discussion mate. I always give motivation to the students to do better. I applied this strategy for every student's performance to encourage their speaking confidence. The motivation I take from video or the students who is struggle in learning something."</i>
5	Giving appreciations	<i>"Appreciation is very important in teaching process. Especially in teaching speaking. By giving appreciation to students, it can encourage student's self-confidence and courage students willing in speaking performance. I always give appreciation after students speaking performance in teaching speaking class. I give appreciation to all students. I used "good", "excellent", "nice", "and amazing" etc.</i>
6	Drilling	<i>"I used this strategy when the students get difficult to pronounce the word or unrecognized vocabularies. I used drilling in a full sentence in a conversation. I sometimes I used audio taken from native speaker as sources in drilling the material. Drilling can trigger students to talk because they know exactly the words in sentences so they will not ashamed to talk. "</i>
7	Role-play	<i>"Role-play is applied in my class for certain material or theme. I used this strategy to enhance students' self-confidence and bravery. I started from divided students in groups then I give the situation and students will decide who will be "who" in their performance. Example; when we</i>

		<p><i>discuss about conversation in Hotel, students will divide their partners in groups to take a role (Receptionist, Customer, manager, room boy and etc.)</i></p> <p><i>By doing this strategy, the students feel happy and gets meaningful learning in learning speaking.”</i></p>
8	Collaborative learning	<p><i>“The first step in conducting this strategy is by implemented the issue or problem to the students and gives time to them to discuss about how to overcome or response the issue. The groups are divided to ensure students can work collaboratively. I ask students from different class to work together in one project. After that they will perform the result by using power point in front of class meeting.”</i></p>
9	Says equipment or handout	<p><i>“I prepare the hand out before meeting connecting to the material in teaching speaking, after that I give the hand out to the students and give them time to read and comprehending the hand out. The hand out usually used to give students background knowledge before speak up their ideas in front of the class.</i></p> <p><i>Hand out also used before coming to drilling mode to ensure students know exactly the expression to be performed.</i></p> <p><i>The hand out contained of speaking expression (expressing thanks, idea, opinion, rejecting, offering and etc.) by handing out equipment to the students, it give them substantial background knowledge to trigger their confidence in talk.”</i></p>
10	Interview activity	<p><i>“Interview activity used to develop</i></p>

		<p><i>question and answer skill in a conversation. I used this strategy to make students get interaction with other friends in conversation. I started by giving a simulation or example for the students before coming to students practice session. Interview consist of several question connected to the theme. Each student will get difference questions to be asked. Then they started to interview their friends inside and outside the classroom mate. I asked students to interview not only their friends from one class but also friends from outside their class.”</i></p>
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The Interview Result of the Implementation of Strategies used by the lecturer 2 in enhancing Students' Self-Confidence

No	Strategies	Implementation
1	English speaking games	<i>"I implemented English speaking games in every meeting of Speaking class. The implementation of this strategy was divided into several steps; the first I usually gave the games to the students in the beginning of the class in class range, the second, games will be conducted in pair work, and the last games will be given to the large group activities. Each session will have different games activity so I have a lot of games to be implemented in the class. The aimed of this strategy is to assist students to construct their confidence and comfortable in speaking class."</i>
2	Group discussion	<i>"Group discussion was used in every meeting because I started the learning process from pair work, group work discussion and individual work. This activity gave students opportunity to explore their ideas in certain theme. I usually divided students into several groups and give students certain theme to be discussed. Group discussion used in the main activity in the class depends on theme learned. Students presented their ideas in turns."</i>
3	Pair work	<i>"The applications of pair work in teaching speaking assisted students to share ideas with their partners. I used this strategy in every meeting in speaking class activity. This activity used to trigger students</i>

		<p><i>confidence to talk with partners. I used to apply this activity as a part of main activity in teaching speaking class.</i></p> <p><i>In applying the activity, I ask students to practice a certain themes or in the games role, they will speak with their partner beside them. After that I also ask them work with the partner their chose by themselves.”</i></p>
4	Giving motivations	<p><i>“I motivated students in every single meeting in teaching speaking process. After students performed their ideas in front of class or their discussion mate. I always give motivation to the students to do better. I applied this strategy for every student’s performance to encourage their speaking confidence. The motivation I take from video or the students who is struggle in learning something.”</i></p>
5	Giving appreciations	<p><i>“Appreciation is very important in teaching process. Especially in teaching speaking. By giving appreciation to students, it can encourage student’s self-confidence and courage students willing in speaking performance. I always give appreciation after students speaking performance in teaching speaking class. I give appreciation to all students. I used “good”, “excellent”, “nice”, “and amazing” etc.”</i></p>
6	Role-play	<p><i>“Role-play is applied in my class for certain material or theme. I used this strategy to enhance students’ self-confidence and bravery. I started from divided students in groups then I give the</i></p>

		<p><i>situation and students will decide who will be “who” in their performance. Example; when we discuss about conversation in Hotel, students will divide their partners in groups to take a role (Receptionist, Customer, manager, room boy and etc.)</i></p> <p><i>By doing this strategy, the students feel happy and gets meaningful learning in learning speaking.”</i></p>
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Documentation

LECTURER 1





LECTURER 2





BIOGRAPHY



Faisal Ramadhani was born in Palembang on January 2, 1998. He is the second son of Mr. Amir Abdurrahman (alm) and Mrs. Elvi Honesta Quin and as a child was entrusted with Mr. Fakhri Yanto, M.Pd. and Mrs Besti Nature, S.Pd during school days in Lebong. He has two siblings, Ade Maulana (alm). He studied at SDN 02 Lebong Utara in 2011. He continued his studies at SMPN 01 Lebong Utara from 2011-2012 and then moved to Curup from 2012-2014 at SMPN 01 Curup Kota. Then moved back to Lebong to continue SMA 01 Lebong Utara and graduated in 2017. Then he continued his studies at Iain Curup in the Tadris English Study Program.