

**TEACHER'S STRATEGIES IN BUILDING
STUDENTS' SELF-CONFIDENCE IN SPEAKING
AT 7th GRADE OF SMP N 8 PURWOKERTO**



AN UNDERGRADUATE THESIS

**Submitted to Faculty of Tarbiya and Teacher Training of
State Islamic University Prof. K.H. Saifuddin Zuhri Purwokerto
as a Partial Fulfillment of Requirements for *Sarjana Pendidikan* (S.Pd.)
Degree**

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2024**

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Declare that the thesis I have compiled with the title, **“Teacher’s Strategies in Building Students Self-Confidence in Speaking at 7th Grade of SMP N 8 Purwokerto”** is truly my own work and is not a plagiarism of someone else’s thesis. I am fully aware that I have quoted some statements and ideas from several resources. All the materials from other sources and references from work done by other people or institutions have been properly cited.

If later on my statement is not true, then I am willing to accept the applicable academic sanctions (revocation of graduation predicate and bachelor degree).

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Assalamu'alaikum Wr Wb

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Wassalamu'alaikum Wr. Wb.

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STUDENTS' SELF CONFIDENCE IN SPEAKING
AT 7th GRADE OF SMP N 8 PURWOKERTO**

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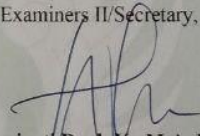
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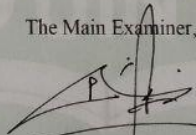
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TEACHER'S STRATEGIES IN BUILDING STUDENTS' SELF-CONFIDENCE IN SPEAKING AT 7th GRADE OF SMP N 8 PURWOKERTO

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Abstract. Teacher's strategies to build students' confidence in speaking are crucial to improving their knowledge and communication skills. This study aims to analyze teachers' strategies in teaching speaking to build students' confidence and describe the implementation of each strategy by teachers in teaching speaking. This study uses field research and descriptive qualitative methods. Data collection methods are observation, interviews, and documentation. Data analysis techniques are data reduction, data presentation, and verification. The subjects of this study were English teacher and seventh-grade students of SMP N 8 Purwokerto. Then, the object of this study is the implementation of each strategy in teaching speaking used by teacher. In the results of the study, the strategies used by teachers are providing motivation and appreciation, inviting students to communicate actively, and implementing learning strategies that help students to be active, such as small group discussions and games.

Keyword: Strategies, Self-Confidence, Speaking

STRATEGI GURU DALAM MEMBANGUN RASA PERCAYA DIRI SISWA DALAM BERBICARA PADA KELAS 7 SMP N 8 PURWOKERTO

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Abstrak. Strategi guru untuk membangun rasa percaya diri siswa dalam berbicara sangat penting untuk meningkatkan pengetahuan dan keterampilan komunikasi mereka. Penelitian ini bertujuan untuk menganalisis strategi guru dalam mengajar berbicara untuk membangun rasa percaya diri siswa dan mendeskripsikan penerapan masing-masing strategi oleh guru dalam mengajar berbicara. Penelitian ini menggunakan penelitian lapangan dan metode kualitatif deskriptif. Metode pengumpulan data adalah observasi, wawancara, dan dokumentasi. Teknik analisis data adalah reduksi data, penyajian data, dan verifikasi. Subjek penelitian ini adalah guru bahasa Inggris dan siswa kelas tujuh SMP N 8 Purwokerto. Kemudian, objek penelitian ini adalah penerapan masing-masing strategi dalam mengajar berbicara yang digunakan oleh guru. Dalam hasil penelitian, strategi yang digunakan oleh guru adalah memberikan motivasi dan apresiasi, mengajak siswa untuk berkomunikasi secara aktif dan menerapkan strategi pembelajaran yang membantu siswa untuk menjadi aktif, seperti diskusi kelompok kecil dan permainan.

Kata Kunci: Strategi, Percaya diri, Berbicara

MOTTO

1. Semua manusia sempurna, karena diciptakan oleh dzat yang maha sempurna, maka tidak mungkin Tuhan menciptakan produk yang gagal.
2. Tuhan tidak pernah menciptakan sesuatu yang sia sia
3. Selain kepada diri sendiri, ceritakan juga pada semuanya, pada laut, pada bumi, pada pulau, pada semuanya. Agar semesta tahu
4. So, help will come to anyone who asks, and to anyone who deserves it

DEDICATION

This undergraduate thesis is dedicated to all the people who always pray and give me support in finishing this paper. They are:

1. My beloved father (Bapak Casmidi) and my beloved mother (Ibu Taruni), who always support me and give me a lot of affection, So I am able to finish the study process and this research.
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3. My undergraduate thesis supervisor, Mrs. Muflihah, S.S., M.Pd., who has guided me patiently and given me many advice, suggestions, and guidance during writing my undergraduate thesis.
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5. Last but not least, I want to said thank you for myself. Thank you for being strong. Many processes have been passed, and many tears have been wiped from my hands. Many things have been experienced, encountered, and resolved by myself. Thank you, myself, for being wonderful until this moment.

PREFACE

Assalamu'alaikum Wr. Wb.

First, I thanks to Allah SWT, the almighty who has been giving mercy and blessings until I was able to complete the thesis entitled “Teacher’s Strategies in building Students Self-Confidence in Speaking at 7th Grade of SMP N 8 Purwokerto”

This script is the thesis that has been proposed to State Islamic University of Prof. K.H. Saifuddin Zuhri Purwokerto as a partial fulfillment of the requirement for obtaining a scholar degree in education (S. Pd). Throughout the development of this thesis and for as long as the writer has been studying at Prof. K.H. Saifudin Zuhri Purwokerto State Islamic University, the writer has received many directions, motivation, assistance, and guidance from a variety of sources. Thus, in this chance the writer will convey the gratefulness and award as high as possible to honorable:

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14. All my friends TBI C-20, as my new family who had been coloring my life when studying in this University.

I said thank you and apologize for all the good faith in the process of completing the thesis. I hope this research shows that the deeds of worship are rewarded by Allah SWT and can provide blessings in the world and the hereafter. Amen. Purwokerto,

Purwokerto, October 11, 2024

Researcher

A handwritten signature in black ink, appearing to be 'Enika Sari', written over a light blue rectangular background.

Enika Sari

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CHAPTER I

INTRODUCTION

This chapter showed about the background of the study that conducts into some subchapters. The first subchapter present the background of the study, the second subchapter present conceptual definition, the third subchapter present research question, the fourth subchapter present the research objectives and significance, the fifth present structure of the research.

A. Background of Study

Speaking is one of the basic language skills besides listening, writing, and reading. In learning English, speaking plays an important role in helping students interact with teachers and friends, convey ideas, and express messages verbally. Therefore, one of the goals of language teaching is for students to be able to use language in communicating. According to Leong & Ahmadi, (2017), speaking skills are sometimes a basic measure for evaluating the success of learners in learning a language. In order for the message to be well received, you must also have good speaking skills. Therefore, improving the speaking skills of language learners should be one of the main priorities in teaching English.

Speaking is one of the important components in speaking skills, students must pay attention to important elements in speaking such as pronunciation, grammar, vocabulary, fluency, and understanding. There are several components in speaking skills, namely vocabulary, grammar, pronunciation, fluency, and understanding. Ahyak and Indramawan (2013) in developing speaking to obtain speaking skills students must have many aspects of speaking such as pronunciation, structure, vocabulary, content, and fluency. In addition to the aspects of speaking mentioned above, other aspects related to speaking are fluency, accuracy (grammar and pronunciation), and understanding. This is a factor that speaking is not an easy skill.

Speaking is considered the most difficult skill compared to other skills. According to Malihah (2017), speaking is considered a difficult skill compared to other skills that students must master. Speaking skills are very important in life, because they are used to interact with others. Speaking is used in various fields such as education, work and so on. Because it is widely used in various fields, speaking becomes a skill that must be mastered by students as a second language. However, students often find it difficult to learn English because it is not their mother tongue, not their everyday language. Stated by Ur (1996) in Afisa (2015), many factors cause difficulties in speaking, including; inhibition, not speaking, low or uneven participation, and mother tongue.

Another factor that causes these difficulties is because of problems within the students themselves such as poor vocabulary mastery, difficulty in pronunciation, confusion in composing words, and fear of making mistakes. Students often face problems in speaking skills in terms of pronunciation, grammar, vocabulary, fluency, and understanding. According to La Mido (2019) common problems in speaking are shyness, lack of self-confidence, and motivation. The cause is not only limited knowledge or lack of academic students, but they have personal reasons, such as lack of confidence to appear. The same statement was put forward by Sri Wahyuni (2014) that the thing that causes someone to have difficulty speaking English is a lack of self-confidence.

Self-confidence is the most important part of speaking, it provides enthusiasm, courage, and stimulation to students. According to Syafitri, et.al (2019), self-confidence is the most important thing in speaking English. In addition, self-confidence is one of the factors for students' success in learning or speaking English. According to Suliyati & Syahri, (2021), self-confidence is a personal characteristic that supports success in learning a foreign language. Therefore, self-confidence affects students' speaking skills. If

students have high self-confidence, they will get good performance results in speaking skills.

Based on interviewed on preliminary research, it is known that students at SMP N 8 Purwokerto have many problems with self-confidence. Students are not interested in English subjects, are not enthusiastic about learning, and lack self-confidence. Students are not confident because they do not have a large vocabulary. This is because students do not receive English lessons in elementary school. These factors caused students to be embarrassed to speak English, students are afraid of answering the teacher's questions incorrectly, and choose to remain silent or answer in a low voice. In the end, it caused students to not be active in learning.

A teacher as an educator is an important figure in the learning process. In the independent curriculum, the teacher's job is not only to present the material. However, it is the teacher's job to develop active learning, design personalized learning, build creativity and innovation, and develop student independence. Therefore, to build students' self-confidence, the right solution is needed. One of the efforts made by teachers is to use many learning strategies. Learning strategies are efforts to achieve certain goals in teaching and learning activities. Learning strategies can be used to deliver learning materials and help the learning process from beginning to end to run smoothly and successfully. Learning strategies are used to facilitate different learning profiles.

One of the learning strategies to build students' self-confidence is to implement active learning. Active learning can be in the form of storytelling, singing, discussing, and involving students in the learning process. Active learning in class is learning that involves more interaction between students and teachers. Students do not only listen to the teacher talking, but involved students in the learning process. Active learning in schools can build students'

self-confidence so that students will feel enthusiastic and more productive in participating in learning. According to Lauster (in Syam & Amri, 2017: 91), involving students in active learning can build students' self-confidence. Therefore, teachers should create an active and interesting learning atmosphere.

SMP N 8 Purwokerto is that it has teacher who creative and innovative in implementing learning strategies. To deal with the problem of students not being confident because they not have a large vocabulary, teacher implemented chapter zero. Based on initial observations, it is known that students are starting to feel confident. Currently, students can answer teacher questions without being appointed to answer. Students dare to express opinions even though they do not appear in front of the class. Apart from that, students who were initially shy and answered in a low voice have now become more confident in answering with a louder voice. Apart from that, in 2023, SMP N 8 Purwokerto enter the top 3 in the Central Java-Level speech competition.

Based on interviewed, teacher applied many learning strategies to build students' self-confidence. There are only two meetings in one week, with 120 minutes or 3 x 40 minute lessons. Long periods can allow teacher to applied learning strategies to the maximum. The strategies used are based on class and learning material. The strategy teacher use is to involved students in learning, take an approach so that students feel comfortables, not make students feel pressured or afraid, and never give punishment. Apart from that, the teacher applied, games, cards, discussions, and motivation. Based on interviewed, this strategy was successful in building students' self-confidence to become better.

Individual research from Noor Fazira (2022) that entitled "*Teacher's Strategies In Teaching Speaking At The Seventh Grade Students Of Smp N 2*

Sampang, Cilacap Regency. There are ways to teach speaking in English. In this study, no methods were found that teachers used in learning that focused on building students' self-confidence. However, other facts reveal that ways to building students' self-confidence related to speaking are not only by implementing learning strategies.

The above problems can be outlined in broad terms, therefore, the researcher will describe the strategies used by teachers in learning to build students' self-confidence in speaking English, as well as how to apply these strategies in the learning process. Active learning, involving students in learning, is one of the creative and innovative learning strategies. With this strategy, it is hoped that it will make it easier for students to achieve learning goals. In addition to building students' confidence in speaking, different strategies can serve as examples for other teachers. Therefore, researcher is interested in studying the title "*Teacher's Strategies in Building Students' Self-Confidence in Speaking at 7th Grade of SMP Negeri 8 Purwokerto*".

B. Clarification of Key Terms

To limit the study and to make it easy to search, the data some terms can be described as follows:

1. Strategies

Strategy can be called a structured plan or a structured approach that is made in such a way as to achieve certain goals. Strategy is used for specific things, such as teaching strategies, learning strategies, and others. In education, strategy can include methods, techniques, and steps taken to improve student learning and skills. In line with this statement, according to David (1976), Strategy can be called a design, a means, or a set of activities designed to achieve a specific goal in a particular area. In teaching, a teaching strategy is a plan or approach used to help students learn to improve their understanding, engagement,

and skills. Strategy is defined as an action taken by an educator to achieve one or more learning and teaching goals.

2. Teaching speaking

Teaching speaking can be mentioned as the process of helping someone to become better at speaking, whether in terms of vocabulary, pronunciation, intonation, or confidence when communicating. Teaching speaking has a purpose is to help students express or convey their thoughts, opinions, ideas, thoughts, or messages to others. Teaching speaking is indeed not easy, because many factors can influence it such as lack of confidence, lack of vocabulary, and difficulty in putting together sentences. Because speaking is closely related to interaction with others, this makes speaking one of the important skills to master. Brown (2000) gives the opinion that teaching has the meaning of guiding students, providing services to them, and providing opportunities for students to get the same lessons and teachers can provide comfort in student learning. In general, teaching has the meaning of an activity consisting of a series of elements such as approaches, teaching styles, methods used, teaching techniques and other elements that aim to facilitate the learning process, which is equipped with various facilities such as facilities for getting guidance, facilities for getting services, and others.

3. Self-Confidence

Self-confidence is a person's belief in their own qualities, abilities, and self-assessments. Self-confidence in abilities indicates that a person has the ability to overcome problems or challenges and achieve goals. Self-confidence in self-acceptance indicates that a person tends to accept themselves, including their strengths and weaknesses. Self-confidence in behavior, meaning that self-confidence affects how a person interacts with others and makes decisions, often builds proactive action in learning. the same goes for student self-confidence. Self-confidence in students can be called a psychological

or physical condition that accepts the presence of teachers, accepts others, and accepts themselves to do something. Students who are confident in themselves will feel calm when talking or communicating with others, such as teachers, parents, or other friends, without being filled with feelings of guilt. They also have confidence in their own success. They are able to overcome problems and believe they can do it, able to solve problems, not worry about mistakes but can use them as a lesson.

C. Research Questions

Some questions arise due to some problems in the research background, but the researcher outlines 2 research questions, as below:

1. What are the teacher's strategies for teaching in building students' self-confidence in speaking at 7th grade of SMP N 8 Purwokerto?
2. How are the strategies implemented in the learning process at 7th grade of SMP N 8 Purwokerto?

D. Objectives and Significances of the Study

Based on the research questions, this research has the objectives and significances, as below:

1. Objectives of this research:
 - a. To find out the strategies used by teacher for teaching in building students' self-confidence in speaking at 7th grade of SMP N 8 Purwokerto.
 - b. To describe how the strategies are implemented in the learning process at 7th grade of SMP N 8 Purwokerto.
2. The significances of this study
 - a. Theoretical Significance
These findings are expected to provide information on previous theories or research on what is strategy, what is self-confidence, and what is teaching strategies. Previous theories or research

become guidelines and supporters in research. Hopefully this research can be useful in future research.

b. Practical Significance

1. For teachers

This finding may be valuable to provide a reference in determining the right strategy for teaching speaking. Various strategies can be used in teaching which are found in this study.

2. For researchers

This study can provide insight to other researchers on what strategies can be used in the teaching and learning process, especially so that students feel confident in teaching speaking skills and provide experience in field studies.

E. Organization of the Paper

The structure of this research will be explained as follows:

Chapter I presents several subsections such as: introduction consisting of research background. In the background, there are main problems why this research was conducted. then there is a conceptual definition. in the conceptual definition, contains an outline of the main context in this research. then research questions. in the research questions, contains why this research was conducted and how to solve the problems being studied. then finally, there are objectives, and benefits of the research.

Chapter II is a literature review with theories about "speaking teaching strategies to improve students' confidence in speaking in class 7 of SMP N 8 Purwokerto. The theories used by researchers are closely related to the research. Theories related to strategies, self-confidence, and teaching speaking. In addition, chapter II contains several preliminary studies used as a comparison with this research.

Chapter III Presents research methods, research designs, place and time of research, type of research, type of data, data collection techniques, and data analysis techniques. This research uses a descriptive qualitative type. The location of the research is at SMP N 8 Purwokerto, especially class 7, with a time of two months. This research uses data collection techniques in the form of observation, interviews, and documentation. While the analysis uses data collection, data reduction, data display, and verification.

Chapter IV is a discussion of the findings. It presents the results of the research including data presentation and data analysis. The presentation of data and discussion is divided into two main topics, according to the research questions. In chapter 4 there is a data analysis related to the theories used.

Chapter V contains conclusions and suggestions related to the research. The conclusion contains a summary of all the existing findings. The conclusion answers the research question about what strategies teachers use to build student self-confidence and how they are used. While the suggestions contain points of advice to several parties who may use this research as reference material or comparison in the future.

CHAPTER II

LITERATURE REVIEW

In this chapter, this research reviews the related theories and literature to understand and answer the research question theoretical.

A. Strategies for Teaching Speaking

1. Definition

a. Strategy

In Latin, "strategy" means the art of using plans to achieve goals. Strategy is mentioned as a method consisting of various actions or plans designed to achieve certain goals. (Steiner, 1979; Mintzberg, 1994; Bogdan & Biklen, 1992; Denscombe 2010, quoted in Ma'rufah, 2017). Strategy in teaching refers to the methods, techniques, procedures, and processes used by teachers. According to Harmer (2007), strategy is defined as an action taken by an educator to achieve one or more learning and teaching goals. Besides that, according to Davis (1976), strategy can be called a design, a means, or a set of activities designed to achieve a specific goal in a particular area.

According to Banks (1991), teaching strategy is a work system for implementing and presenting learning materials. To realize a successful teaching session, today's teachers must refresh their strategies and innovations to suit students' needs (Mualim et.al., 2019). English teachers must have ideas and efforts to improve English teaching and learning strategies, which are more effective and relevant in order to build students' interest in the subject (Dwinalida & Setiaji, 2020). In the learning process, teachers can use or even combine various strategies in one teaching session, so that teaching speaking skills becomes more effective.

Based on the explanation of the description above, researcher can draw an outline and provide a conclusion that

teaching strategy is an activity and includes various elements in it, a series of activities have great strength and power to help students improve their speaking skills in the learning process. This is where teachers must be able to create and innovate to combine each strategy in the learning delivered in order to be successful. Like the theory of Harmer (2007), Strategy is a plan and action taken by teachers to implement and achieve one or more of their teaching and learning goals. So successful learning comes from teachers who are innovative in teaching.

b. Teaching speaking

Speaking is the one of skill or ability to convey ideas, messages or opinions orally to other people. According to the statement by Tarigan (1997), speaking is the skill or ability to produce sounds, words orally to express or convey ideas or feelings (Maspuroh, 2022). This means that speaking is the articulation of sounds emitted from the mouth to express one's thoughts to other people else. Apart from that, according to Haryanto (2004) said that speaking is talk or speak (Wahyuni, S & Yulianti, F., 2016) If there is a combination of speaking and the ability to speak, it means having the skill or ability to articulate sounds to express or convey thoughts, opinions and desires to other people.

Apart from that, Hornby (1999), said that speaking can be interpreted as a way to convey feelings through words, sentences, even conversations with other else (Wahyuni, S & Yulianti, F., 2016). From the definition above, it can be searched of essence that speaking has an important role in everyday life. By communicating they can share and seek information. In this case, speaking can be used to express feelings, ideas, and opinions, with students and with other students by carrying out activities in class. Based on the explanation of several definitions above, it can

be searched of essence that speaking teaching strategies are a series of activities starting from planning, methods, techniques, and other activities, which teachers use in teaching students to convey ideas, opinions, or messages orally.

2. Purpose of teaching speaking

According to Nunan, in Kayyi (2006) the goal of teaching speaking is to:

- a. Creating sound patterns along with their speech patterns, and being able to use them in English.
- b. Using various elements of the second language such as intonation patterns, word and sentence stress, and rhythm.
- c. Being able to use words and sentences according to their context, whether formal, informal or semi-formal.
- d. Composing and producing logical and easy-to-understand patterns of ideas or thoughts.
- e. Creating and using language as a means of everyday communication, which can be used to convey feelings or values and norms.
- f. Using language that is easy to understand, faster and more confident, even though there are pauses in speaking, this can be called fluency.

The purpose of teaching speaking is for students to be able to create, produce and then use it in the target language to overcome basic interactive skills problems (Brown, 2000). In addition, teaching strategies aim to provide facilities or services to students, regarding problems in speaking that commonly occur in students. Some problems that often occur in students such as lack of confidence, fear of being wrong, embarrassment, anxiety, and needing motivation. (La Mido, 2019). Based on the definition above, it can be found out that the point is that the purpose of teaching speaking itself is to communicate in

everyday life efficiently so that the interlocutor or listener can understand it.

3. Various of teaching speaking strategies

a. According to Brown, H. Douglas (2015)

Strategy that can be used by educational staff creating an interactive classroom at teaching speaking. Divided by three parts:

1) Exploring Interaction

Interaction is the basis of communication. Interaction means the occurrence of communication or reciprocal relations with other creatures. Interaction is when two or more people work together to share thoughts, feelings, or ideas. Storch (2013) notes that the term “work sharing” refers to shared work that combines a spirit of “mutual benefit” and equality, both of which make the relationship productive and rewarding. According to communicative competence theory, interaction is essential because humans use language in a variety of contexts to “negotiate” meaning, or get ideas out of one person’s mind and into another person’s mind, and vice versa.

a) Teacher Interaction.

An interactive teacher is by definition one who is fully aware of the group dynamics of a classroom. There are many roles that teachers can play in the teaching process. According to Rebecca Oxford et al. (1998), the role of teachers is often described metaphorically. For example, teachers as producers, teachers as doctors, teachers as judges, teachers as gardeners, and so on. Some of these metaphors indicate the role of teachers that are more likely to interact. The role of teacher divided to teacher as controller, teacher as director, teacher as manager, teacher as facilitator, and teacher as resources.

b) Students Interaction

Identifying and building student roles that contribute to collaborative group interactions is an additional way to view interactive students. According to Sarkisian (2010), A group is said to be successful if its members do the following: members take the initiative such as generating new ideas or concepts, can provide solutions, can make new plans. Next, members can find information from other people, then members can ask other people about something they don't know, then members can find solutions to the unknown, and finally members can contribute or participate in working together in the group.

2) Questioning Strategies

To create an interactive language class, teachers must start interacting with each other. Whatever the teaching style, it will benefit from building interaction. This stimulus is especially important at the beginning of the lesson and throughout the lesson. Classroom interactions may be communicative without continued teacher guidance. However, they can easily fall victim to idle chatter and other behaviors that are not in line with the goals of the class. Functions and benefits of questions, teachers explain that a repertoire of question strategies is one of the best ways to build their role as initiators and sustainers of interpersonal interactions.

According to Ahmad & Tambak, (2017) that this learning method takes place in two directions, namely the teacher asks questions to students then the students answer or vice versa, students ask questions to the teacher then the teacher answers. Questions provide a springboard for communication in second language classrooms, where students often do not have many tools to initiate and sustain language.

3) Group Work Strategies.

The term "group work" is used broadly to describe a variety of methods in which two or more students are given tasks that require them to work together and use their own language. Pair work is a work group consisting of two people. The collective practice of teachers shows that groups of three or four people are usually ideal, and groups of more than six people do not achieve the main purpose of group work: to give students more opportunities to talk. According to Brame & Biel, (2015) the ideal group size for small discussions is 2-6 people depending on the planned activity.

Group work builds individual practice time and helps solve the problem of classes that are too large. Small groups give students the opportunity to initiate, give and take directly, learn to negotiate meaning, talk for longer, and take on roles that they would not be able to do otherwise. As expressed by Harmer (2007) "the main reason why some students are reluctant to take part in speaking activities is because they feel they have to speak in front of a large group" (p. 347). One way to overcome this is to ensure that they get the opportunity to speak and interact in smaller groups.

b. According to Kayyi's theory (2006), teacher can used several strategies to teaching speaking are below:

1) Discussion

Before the discussion, the teacher should provide an understanding of the purpose of the discussion. For example, students can be involved in a discussion about asking for approval or disapproval, so that at the end of the discussion, students can draw an outline or the essence of the discussion, how to find solutions to overcome the problem and or how to

overcome the problem. Discussions can be divided into small and large discussions. Small discussions, teachers should form students into groups of about 4 or 5 people. Speeches should be divided equally among group members. In order for the discussion to run more effectively and efficiently, it is better not to form large groups, because shy and quiet students may not contribute more to the group. This kind of thing is often found, because the main reason is that some students who lack self-confidence, do not want and are reluctant to speak, or participate in speaking activities, or take speaking classes, because students are forced to speak in front of many people. This will make students nervous.

Therefore, one way to overcome this is to ensure that they get the opportunity to speak and interact in smaller groups. Finally, in all types of discussions, whether large or small, group or class discussions, or whatever the purpose, the core thing is that all students must always be facilitated to speak equally. All are buildd to give their opinions, ask questions, provide criticism or objections, express support, and so on.

2) Role-play

Another way to get students talking is through role-playing. Students and teachers can pretend to play (either real or imaginary roles) as characters that have been agreed upon together in the class in a certain context. For example, students and teachers play roles in a social context such as a seller and a buyer, and carry out activities in those roles. Before playing the role, the teacher first gives directions to the students regarding the details of the role-play that will be carried out. so that students can prepare to become the desired role.

3) Simulation

Simulation is almost the same as the role-playing method, but there are things that differentiate between simulation and role-playing. Simulation is more complicated than role-playing. In the simulation technique, students are required to bring supporting items or tools into the classroom. This aims to make the role they experience more real. For example, if a male or female student plays the role of a doctor, then he or she must bring a stethoscope, mask, heart monitor, doctor's clothes, and so on. Simulation has advantages. In addition to being entertaining, simulation can also motivate students to perform their roles to the maximum. Furthermore, as stated by Harmer (1984), simulation can build the self-confidence of students who were initially nervous and hesitant. Students can play roles and simulate with group or classmates, thereby reducing feelings of insecurity and nervousness when speaking.

4) Information Gap

In this technique, students are expected to work in pairs. They may be paired with a deskmate or another. Information gap is a technique where students and other students exchange information about something they know. One student with another student should have different information, so that other students get new information, or the role of the teacher can provide different topics of conversation between students. This information gap strategy aims to add new information and can solve problems.

5) Brainstorming

Brainstorming is one of the learning strategies to bring out creative thinking from students. Brainstorming is expected to bring up ideas or thoughts from students in finding solutions to a problem. In a brainstorming session, the teacher's role is to

build students to provide as many ideas or opinions as possible, without pausing to be criticized or evaluated from their opinions. This can help students express their opinions freely and openly. The more dominant characteristics of this brainstorming are the absence of criticism or evaluation first, before students provide as many opinions as possible.

6) Interviews

Interviews are one of the techniques for speaking directly to others to find information by asking questions or making statements. Interviews can indeed be done online or via video call. However, in learning, interviews can be done face-to-face and directly. When students practice interviewing other students, they will practice speaking skills between students, or students can conduct interviews outside of school, such as with the principal, other teachers, canteen guards and so on. This will create student confidence and help students to socialize. After conducting an interview, students can present the results of the interview with the resource person.

7) Storytelling

Storytelling fosters self-confidence to speak in front of many people. Storytelling requires self-preparation because it will tell something coherent. In storytelling, students can include a few rhymes or jokes to add to the appeal of storytelling.

8) Story Completion

This speaking technique is more free and open. Students in groups or one class can sit in a circle. Then the teacher as the controller, starts telling a story to start. However, after a few sentences, the teacher will suddenly stop telling the story. After that, the student who was appointed will continue the story from the teacher who stopped earlier. Students start telling the story by starting with the last word the teacher said before stopping

telling the story. All students will take turns continuing the story by starting with the last word used. Students should be able to tell 4 to 10 sentences. Students are free to make up stories, characters, or story content.

9) Reporting

Reporting is one of the strategies for learning to speak. Before starting the material, students are expected to read a news or event. The news or event can be found in various sources such as newspapers, books, wall magazines, or magazines in the classroom. After reading the news, students exchange information with other friends about what they have read, what is in it, or what the connection is between the event in real life.

10) Playing cards

In playing cards, students must first form groups of about 4-5 people. Each student in a group takes a card and writes some questions on the card. Meanwhile, other students will answer the questions. Or maybe, one group gets a different topic. Then the group gives open questions to other groups, so that other groups will answer the questions.

11) Picture narrating

Picture narrating is a storytelling technique that uses pictures or illustrations to convey a story or idea. In this method, pictures serve as a substitute for words, allowing the audience to understand the narrative through visuals. This technique is often used in children's story books, animated films, and visual presentations. One of the benefits of picture narrating is that it is entertaining, attracts attention, and can clarify concepts. Through pictures, it can add to the atmosphere of the story more alive and easier to remember.

12) Picture describing

In addition to picture narrating, another method through pictures for speaking activities is to give students only one picture and ask them to explain what is in the picture. This activity can be done in groups, students can form groups of 5-6 people, and each group is given a different picture. All students in the group discuss the picture with each group, after everyone has told their story, one representative from the group will retell it in front of the class.

13) Finding differences

In this strategy, each student looks for similarities and differences about something. For example, each student is given a picture. One picture is about an airplane, and the second picture is about a boat. Then the students and their seatmates discuss the similarities and differences in the pictures.

c. Meanwhile, according to Thornbury (2005) learning strategies are divided based on the focus of each context, as below:

1) Awareness-raising activities

Activities carried out by teachers to help students talk about a gap. The meaning of Awareness-raising activities is activities designed to build students' awareness and understanding of a particular topic. The purpose of this activity is to provide information and build students to do or avoid the topic. This activity aims to build greater awareness, build discussion, and move students to act for positive change. Speaking teaching strategies that can use: recordings and transcripts, use of direct listening, and activities to pay attention to gaps.

2) Appropriation activities

Appropriation activities talk about exercising control. Controlled practice is structured, scheduled, and repeated practice of language items under conditions where the possibility

of making errors is minimized. Speaking teaching strategies that can be used are dialogue, reading aloud, writing tasks, exercises and songs, repetition of tasks and communicative tasks

3) Towards autonomy

Refers to activities to develop students' ability to take control of their own learning process. This involves giving students freedom and responsibility in making decisions related to learning. Strategies that can be used in this activity are: discussions and debates, stories, presentations and lectures, role plays and simulations, conversations and chats, jokes and anecdotes, drama, and speaking outside the classroom.

With the many examples of strategies above, teachers can sort and combine various strategies for teaching speaking. Variety of strategies is needed to improve the quality of education and teaching diversity. Variety of strategies can be used by looking at the various backgrounds of students. Teachers as facilitators are teachers who can utilize existing facilities and are always updated on the development of science and technology in today's era.

Using various strategies is considered to play a very crucial or important role so that the learning process from start to finish can run smoothly and effectively. By using various learning strategies and seeing the teacher's duties as a class controller, class facilitator, class manager, and others, teachers can provide services to students. Each student has a different learning profile, some are kinesthetic, visual, and audio-visual, so the role of the teacher can provide or serve according to the needs of the students. In addition, by using various strategies, teachers can involve students in the learning process. Teachers can create an interactive classroom atmosphere. Students who are involved will certainly feel trusted, more useful, and more motivated.

The various strategies used have different goals, but in learning to speak the core goals are the same, namely to improve speaking skills, build self-confidence in speaking, and provide an understanding of what is being discussed. For example, a discussion strategy, the goal is to find information, find ideas and find solutions to a problem. The goal of the play strategy is to train cooperation in groups, train self-confidence and good communication between teams. And then, the use of various learning strategies to reduce boredom that often occurs. Monotonous learning, especially long class hours, of course, will make students bored and sleepy. Different learning strategies can be a solution for interesting learning and a dynamic classroom atmosphere.

B. Self-Confidence

1. Definition of Self-Confidence

Self-confidence is the belief that each individual has in their own abilities, talents and potential. Self-confidence is usually described as a positive attitude regarding the abilities and talents they have to face problems and challenges, make decisions, dare to speak, and achieve their goals. While in learning, student self-confidence can be interpreted as students who are able to communicate with friends, teachers, or other people. Being able in this case can be interpreted as no coercion, comfortable, and fear of making mistakes. In addition, self-confidence also believes that one self is able to do something well.

According to Graham 1997 (Ernesto 2001) she determined to build self-confidence by frequent contributions in class. Meanwhile, according to Kanza (2015) in general, self-confidence can be interpreted as an individual's feeling of believing and trusting that he himself can do something successfully. In the context of education, self-confidence is very important for the learning process to be successful. Self-confidence is important in developing speaking skills. Students are formed to become successful people in society for their future, therefore self-confidence is

the basis for obtaining a good education. According to Kanza, one of the key factors in improving speaking skills through presentations is self-confidence, because with self-confidence, speakers can convey their opinions or ideas well.

2. Characteristics of Self-Confidence

Lautser on Muniroh, et.al., (2018) said that there are 4 characteristics of self-confidence in students:

- a. Believing in their own abilities,
- b. Behaving and acting independently to make and take decisions.
- c. Having a positive attitude and feelings.
- d. Dare to give an opinion, or express an opinion

3. Self-Confidence Factors

According to Bachtiar 2022 on Fajri arianti (2003) the formation of self-confidence is influenced by several factors.

- a. Internal factors
 - 1) Self-concept. According to Anthony (1992), the formation of a person's self-confidence begins with the development of a self-concept obtained from social interactions.
 - 2) Self-esteem. A positive self-concept will form positive self-esteem too. Self-esteem is an assessment made of oneself. Besides that, Brown, H.D (1985, P 78), statement that gave reward students for their abilities and talents, even if they feel somewhat inadequate when faced with a new language recognizing and using their talents and skills in areas such as art, music, or sports will help build their confidence and self-esteem as they invest time and effort in learning.
 - 3) Physical condition. Physical conditions can affect self-confidence. Like being fat, it will make the person feel inferior. Harter's statement (in John W. Santrock 2003: 339) that

enhancing child' confidence can be done by providing emotional support and social acceptance.

4) Life experience. Anthony (1992) said that the experience of a stiff period is the most important thing for developing a healthy personality.

b. External factors

1) Education. A low level of education tends to make someone feel under the authority of those who are smarter. So it makes someone insecure.

2) Work. Rogers stated that work can develop creativity and independence as well as self-confidence.

3) Environment and life experiences. Good support from the family, acceptance by the community, and interacting well with each other will provide a sense of comfort and high self-confidence.

C. Strategies to Build Students Self-Confidence

Theory from Nidara, E. et.al (2022), said that several strategies applied by teachers in teaching speaking English for students' confidence are as follows: modelling, role-play, group discussion, and picture describing. The explanation about strategies as below:

1. Modelling

Modelling can be called an activity or learning process that includes the development of new knowledge/academics, skills, or behaviors, through observation. This strategy is intended to increase student motivation, by providing examples, commands and directions for students to speak so that they have knowledge before gaining confidence to speak. Students are actively involved in learning through modeling, and interactive teaching techniques empower them to take responsibility. Teachers can provide direct examples of an event and show how to solve the problem.

2. Role-Play

During role play, students are responsible for acting out what happens in the real world. According to Intarti (2022), the use of role play strategies in the learning process provides students with the opportunity to practice their abilities, attitudes and self-confidence skills. For example, if the topic of the lesson that day is a hospital, students can act as patients, doctors, nurses and pharmacists. The topics and characters given by the teacher can vary and students and their groups can act out the topics and characters. In role play, students can choose to act out or take on certain tasks. It can be concluded that role play strategies can increase students' creativity and confidence in speaking English.

3. Group Discussion

Discussion strategy is an unstructured and cooperative exchange of ideas between teachers and students or between students to find solutions, problem solving, critical thinking, and literary appreciation. According to Sari and Zainil (2020), group work is a familiar method given by teachers to their students. In addition, teachers provide strategies to students for various reasons, including increasing interest in learning, helping students understand lessons, increasing students' attention to teachers when delivering learning materials, and finally, instilling self-confidence. Therefore, teachers apply the discussion method in groups because it is effective in increasing students' self-confidence.

4. Picture Describing

The strategy of describing images can support students in learning. Students can remember learning materials with this method. Andriani and Apriliyana (2021) found that with the help of this strategy, students became more confident in defending themselves and eliminating their shyness. This can encourage students to speak confidently without hesitation or feeling embarrassed. This method can

make students interact and practice their English speaking. Simamora et.al., (2021) said that the strategy of describing images can increase students' self-confidence during learning. Students interact with each other, share ideas about the images given by the teacher. Students can better understand concepts and discuss topics through images.

D. Strategies to Overcome Students Problem in Speaking

In addition, several strategies used by teacher to overcome students problem in speaking. Students problem like lack of awareness to learn, lack of vocabulary, lack of practice, and gadget addiction.

1. Motivate Students

Teachers motivate students during the learning process, and it is very influential. Motivation by giving wise words and increasing enthusiasm can build students' self-confidence in learning and eliminate feelings of insecurity, shame and pessimism. When students feel they do not have the ability to speak English, or feel ashamed and inferior when learning, motivational words from teachers will eliminate these negative feelings.

2. Give Appreciation

Giving awards, recognition for students' hard work and contributions during teaching and learning activities will have a significant impact on students. In giving appreciation, teachers can express their gratitude directly, write on the board, or give grades to students. This will encourage students to be more involved in academic activities. It is very important to said thank you and praise students, even for small things that students do because it can build their self-confidence. Appreciation can be in the form of verbal and written statements, for example, "Good job!" "Very good!" "You are great!" and many more.

3. Using Interesting Strategies

Strategies such as describing pictures, role-play, group discussion or other interesting techniques can attract students' interest. Teacher can innovate by combining lessons and technology. Teacher can use facilities such as LCD projectors and smartphones to support learning. These facilities can be used to build students' enthusiasm in learning to speak English. To make students feel happy, excited, and motivated to continue to develop their achievements and strive to achieve, it is highly recommended that teachers use various strategies that are interesting and fun and not boring. strategies can be combined with other strategies to make learning more interesting.

4. Emotional Approach

Emotional approach can be interpreted as a personal approach from a teacher to students. Approaching students is an action to find out students' problems and try to solve their problems. In addition to teaching in class, teachers act as educators outside the classroom. Teachers take on new roles as friends, parents, mentors, and motivators for their students. It is hoped that with this strategy, students can be open about the problems they experience, so that it does not interfere with the student's learning process.

5. Giving Additional Time

Students who have difficulty following the learning process in class, usually students who have low academics, should be given more time, especially in English language learning. Teachers can replace the value of assignments that must be completed so that students still get grades by providing additional time. Providing additional time is the last solution from teachers so that students continue to learn.

E. Previous Studies

Based on the sources related to this study, there are several previous kinds researches related to the topic of this research. The following were the comparison of the result of previous studies.

First, thesis with title “*Strategies of teaching speaking skills for EFL students for ninth grade students at smpn 4 Sungguminasa*” was written by Andra Novita Rasyied from University Bosowa in 2022. She used qualitative research and data collected used interview, observation and documentation. She focused on this research on identifying teachers strategies in teaching speaking skill for EFL for ninth grade at SMPN 4 Sungguminasa. As a result, the teachers used many strategies are getting students working together with the strategy and plenty of practice, questioning to check for understanding strategy, flexible time strategy, and showing and telling strategy, The similarity of research conducted by Andra Novita Rasyied and this research lies on the main topic of this research about speaking skill. The different lies in the focus of the research and object of the research. Research by Andra Novita Rasyied focused on identifying teachers strategies in teaching speaking skill for EFL, while this research focused on a description of teacher’s strategies to build self confidence in speaking.

Research journal from Faisal Razi “*Teachers strategies in teaching speaking skill to junior high school students*” 2021. The instruments in this study were interview guides and observation sheets. Meanwhile, two English teachers who teach at Inshafuddin Junior High School, Banda Aceh, became the subjects in the study. Data collection also used direct observation and interviews. As a result the teachers used five strategies to teaching speaking namely role play, games, picture describing, drilling, and storytelling. The similarity conducted by Faisal Razi and this research on the main topic of this research about speaking skill. The different with the research in the focus research and place of the research. This research focused on a description of teacher’s strategies to build self confidence in speaking and chose location in Purwokerto. While research by Faisal Razi focused on identifying teachers strategies in teaching speaking and chose location in Banda Aceh.

Study conducted by Lavani Satya Kristie and Listyani (2018) in the research about “*Teachers’ Strategies to Improve Students’ Self-Confidence in Speaking*”. In this case a direct analysis of four teachers english from two different schools which are SMK 1 and SMK 2 Tamiang Layang in Central Borneo. They used qualitative research and interview. According them research, teachers used many various strategies are songs, storytelling, small group discussion, and role play. The similarity conducted by Lavani Satya Kristie & Listyani, and this research on the main topic of this research about strategies to improve students self-confidence in speaking. The different with the research is in the advantages of these strategies. They are strategies for help students to master vocabulary and pronunciation and make class fun with interaction between passive and active students.

Study conducted by Zuyyina Candra and Anifa (2020) in the research about “*Peranan Apresiasi Guru Terhadap Antusias Belajar Siswa Kelas XI Madrasah Aliyah Hasan Muchyi*”. In this case a direct analysis of the urgency of giving appreciation or appreciation to students who have an active role / achievement in their quality personality. Her research through field observations and individual interviews. The different with the research is in the advantages of these strategies. They are strategies for knowing the role of teachers towards students by providing rewards and motivation. the teacher's appreciation has proven to be very important for students' enthusiasm for learning. Provide appreciation and motivation to students who excel and those who do not.

Next, study conducted by Noor Fazira Oktavianti D (2022) from Islamic State University Prof. K.H Saifuddin Zuhri Purwokerto. Her paper entitled “*Teacher’s Strategies In Teaching Speaking At The Seventh Grade Students Of Smp N 2 Sampang, Cilacap Regency.*” Method that her used is field research and descriptive qualitative method. The data collection methods are observation, interview, and documentation. According her research, the

strategies that teachers used were dialogue practicing and drilling. The similarity conducted by Noor Fazira Oktavianti D, and this research on the topic of this research about teachers' strategies in teaching speaking. The different lies is in the focus of the research and object of the research. Research by Noor Fazira Oktavianti D, focused on identifying teachers strategies in teaching speaking, while this research focused on a description of teacher's strategies to build self confidence in speaking.

The last, study conducted by Re Tali Amani (2020) from Islamic State University Prof. K.H Saifuddin Zuhri Purwokerto. Her paper entitled *"Teachers Strategies in Teaching Speaking at Eight Grade SMP Al Irsyad Al Islamiyah Purwokerto."* her research used qualitative description and chose two classes is 8E and 8J. According her research, teachers used many various strategies are storytelling, role play, discussion, video-blog, memorizing, brainstorming, presentation and vocabulary. The similarity conducted by Re Tali Amani and this research on the topic of this research about teachers' strategies in teaching speaking. The different lies is in the focus of the research and object of the research. Research by Re Tali Amani focused on identifying teachers strategies in teaching speaking, while this research focused on a description of teacher's strategies to build self confidence in speaking.

CHAPTER III

METHODOLOGY

In this chapter, this research present about the type of research, source of data, the technique of data collection, and the technique of data analysis.

A. Research Design

Type of research use a qualitative descriptive method. Qualitative research is descriptive and clear and tends to utilize investigation. Prepare and meaning (subject viewpoint) are more emphasized in subjective inquiry. The hypothetical premise is utilized as a direct so that the investigative center is in understanding with the actualities within the field. This research will describe and understand events in the classroom that are considered to be included in the process of building students' self-confidence through a qualitative descriptive approach.

This is field research. Collect data with observing objects directly by visiting the research location. Data in qualitative research is graphic information which for the most part takes the frame of words, pictures, or recordings. Information collection isn't guided by hypothesis but is guided by realities that are unmistakable and found amid field inquiries. As for what is sought, the data is descriptive or a qualitative description of conditions because the data obtained is done by visiting the community, field, group, or institution that is the object of research. Therefore, the researcher will directly review the research objects at SMP Negeri 8 Purwokerto.

B. Location and Time of the Research

1. Location of Research

Researcher have conducted all the research in SMP Negeri 8 Purwokerto, especially in class 7th grade. The school which is located on Jalan Pierre Tendean No.36, Brubahan, Purwokerto Lor, East Purwokerto Locale, Banyumas Regency, Central Java, Indonesia. The researcher chose this location because SMP N 8 Purwokerto was named the best junior high school by the IIUN Kemdikbud in 2024. So the researcher felt that the teachers at the school were certainly

very competent and had an understanding of education. Therefore, the institution was chosen because that teacher used some interesting teaching strategies, which helped students to build their self-confidence better. Then, most of the students taught by the teacher got good self-confidence.

2. Time of Research

The research period was conducted for two month, from August 12, 2024, to September 9, 2024, at SMP N 8 Purwokerto.

Tables 1. Observation activities

No	Activities	Date
1.	Pre-Observation	Thursday, March 21 th 2024
2.	Observation 1	Monday, August 12 th 2024
3.	Observation 2	Wednesday, August 21 th 2024
4.	Observation 3	Monday, August 26 th 2024
5.	Observation 4	Thursday, September 3 th 2024
6.	Observation 5	Wednesday, September 4 th 2024

Tables 2. Interview activities

No	Activities	Date
1.	Interview	Friday, September 6 th 2024
2.	Interview	Monday, September 9 th 2024

C. Object and Subject of the Research

In this research, English teacher was the subjects of the research as well as 7th grade students at SMP N 8 Purwokerto. This study chose only one teacher at SMP N 8 Purwokerto in 7th grade. Meanwhile, for students, the researcher followed the teacher’s learning schedule. During research, teacher entering class 7E, 7F, 7G, and 7H. Meanwhile, the object of research was student activities and implemented strategies used by teachers during the learning process.

D. Data Collection Techniques

The researcher used various data collection techniques, including:

1. Observation

Descriptive qualitative research and usually using analysis will be used. In qualitative research, the process and meaning (subject perspective) are more emphasized. The focus of the research is adjusted to field data using a theoretical basis. In this study, a qualitative descriptive approach will be used to describe and understand events that occur in the classroom that are considered to be part of the process of increasing student self-confidence.

This research is a field study. By observing objects directly at the research location. Qualitative research data is descriptive data, usually in the form of words, pictures, or recordings. Data collection depends on what happens in the field, not theory. The data sought is descriptive data or a qualitative description of the conditions because the research is conducted by visiting the field, community, group, or institution in question. Researcher conducted observation with participants, and use field notes, videos, recorder as instruments. As a result, the researcher conduct a direct review of the research subjects at SMP Negeri 8 Purwokerto.

2. Interviews

To add data, and strengthen data that is lacking or not found during the observation, the researcher conducted an in-depth interview with an English teacher. Interviews are one way to collect data, by communicating directly with the resource person. The content of the interview for the teacher relates to or is about what strategies are used by English teachers in teaching speaking, why teachers choose these strategies, what are the challenges and obstacles and how teachers apply each strategy in learning. Previously, the researcher had written an outline of the questions to be asked, but sometimes unstructured questions arose during the interview, this was because there were

teacher answers that had to be answered in more depth. Then, the author conducted a face-to-face interview with the English teacher according to the predetermined schedule. This study recorded data from the interview using a mobile phone as an instrument.

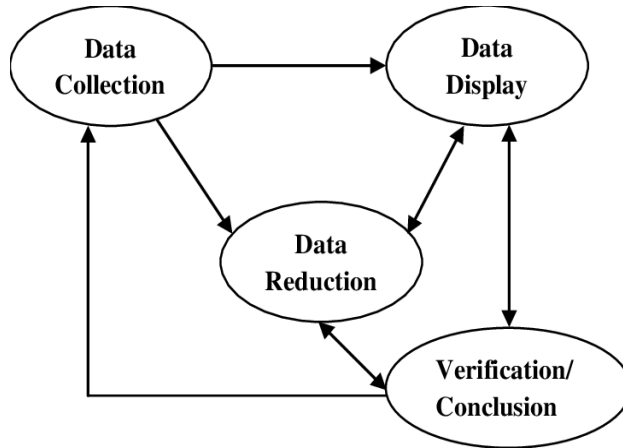
3. Documentation

Documentation in research is one method to add data. Documentation is done by searching for relevant information during the research. After finding it, it is then stored to become evidence or validation in the future. The various forms of documentation that researchers use are field notes during observation, interview transcripts, and also reference documents used by teachers and students during the learning process. The reference documents used are Teaching Modules for, textbooks and student LKS books.

E. Data Analysis

Analysis itself has the meaning of a structured process to break down a problem or data, which was originally large, numerous, and complex into smaller parts so that it is easier to understand and to find out the core or root of the problem. in the context of research, an important element in data analysis is to first collect data, then process data, then interpret, and finally present data. in a simpler sense, data analysis techniques are the process of simplifying or reducing data into a smaller, easier to understand, and implement form. In accordance with this type of research, the analysis technique used is descriptive qualitative model analysis. descriptive qualitative data. for the definition of a descriptive qualitative model, the researcher has explained it in the early part of this methodology chapter. As stated by Miles and Huberman (1992), it consists of four main things, namely:

Picture 1. Descriptive Qualitative Model by Miles and Huberman



Information investigation methods are the method of disentangling data into a frame that's simpler to get, examine, and actualize. in a simpler sense, data analysis techniques are the process of simplifying or reducing data into a smaller, easier to understand, and implement form. Following this type of research, the analysis technique used is interactive model qualitative analysis. As proposed by Miles and Huberman (1992), it consists of four main things, namely:

1. Data Collection

Data collection is a proses to gathering information which systematic process, which needed in a research or study. The purpose of data collection is to obtain accurate and relevant information so that the analysis and conclusions drawn can be trusted. In Qualitative research: Data that is descriptive and cannot be measured numerically, such as in-depth interviews, observations, and field notes.

2. Data Reduction

Data reduction is the manner to simplifying and summarizing the data that has been collected so that it is easier to analyze and understand important information. This process also helps reduce the complexity of the data without losing important information. Data is selected, then sorted, then focused according to each context, then discarded the unused, and arranged carefully, so that all data obtained can be

concluded and verified through the data reduction process. In data reduction, this study selects, then divided or places based on the same context or focuses, then simplifies and abstracts, and changes data from transcriptions or written field notes. Data reduction means reducing unnecessary sentences when collecting interview data. The data is then reduced after the interview results that are relevant to the strategy are selected. Data related to the strategy are only analyzed in this study.

3. Data Display

Data display is the process of presenting information and data analysis results in an attractive and easy-to-understand format so that readers can understand it, find patterns, and draw conclusions. The importance of data display is to improve comprehension: help the audience understand the information better. Highlight Key Findings: Focus attention on the most relevant patterns or results. Facilitate Communication: Communicate research results or data analysis effectively to various audiences.

4. Verifications

The data verification process is a process to ensure that the data that has been collected, analyzed, and presented is accurate, valid, and consistent. This process is very important in research, data analysis, and decision-making because it can prevent errors that can affect the results or conclusions. Here are some important aspects of data verification: The purpose of data verification is to ensure Accuracy: Ensure that the data used is correct and free from irrelevant elements.

CHAPTER IV

FINDINGS AND DISCUSSIONS

This part as the name implies, this chapter presents all the findings during the research and also a discussion of the research. This research is about *Teacher's strategies in building students self-confidence in speaking at 7th of SMP N 8 Purwokerto*. This chapter presents answers to research questions and analyzes them. The collection of data collection in the form of first observation, second interview, and last documentation. The core discussion in this chapter is the strategy used in teaching speaking.

A. Teaching Strategies in Building student's self-confidence in Speaking at 7th of SMP N 8 Purwokerto

Based on the data gained from all observations, interviews, and documentation, it is found the Strategies for Teaching Speaking to Build student's self-confidence at 7th of SMP N 8 Purwokerto apply 3 strategies namely: providing motivation and appreciation to students, inviting students to communicate actively, and implementing learning strategies that can help students to be active in class such as small group discussions and games. The strategies are as follows:

1. Providing motivation and appreciation to students

Based on teacher interviewed, the first key to students feeling confident is to make students feel happy. This is conveyed by the teacher in the interview:

Excerpt 1

“The first indicator is clear, students must be invited to be happy first. Because English, if they are happy, enjoy it, are happy, Insya Allah, later their self-confidence will build by themselves” (Teacher translated interview on September 9, 2024).

One way that teacher make students feel happy is by providing motivation and appreciation to students. Providing motivation and

appreciation is important because it is a form of appreciation for students. Usually passed on by the teacher within the meet:

Excerpt 2

“It is very important, so the students who have been tired of doing the assignment, have dared to come forward. that must be appreciated. because when they are appreciated, they will feel happy. So that in the next meeting, they want to come forward again to do the assignment with more enthusiasm”. (Teacher translated interview on September 9, 2024).

This interview revealed that students who feel happy would be more involved in the lesson and actively participate, this would build student involvement in learning. When students feel happy, they feel safer, and can reduce stress, and anxiety, and of course, can build positive relationships with teachers and friends. It was for that motivation and appreciation given by teacher could provide enthusiasm and buildment to students. The form of appreciation for student achievement can affect the psychological side so that students feel happy, not afraid of making mistakes, and more confident. Students look proud and smile after the teacher gives appreciation and praise to them after answering questions. This is as conveyed by student A who said.

Excerpt 3

“Yes, more confident, because the motivation is easy to catch, easy to understand. Yes, happy. Because the teacher, for example, we can answer a question. he said okay good, you are great, so it's exciting, so it's fun.” (student translated interview on September 6, 2024)

Based on the interview above, students who get motivation and appreciation feel happier and more confident. Motivation could be adjusted to class and age groups. Motivating with words that are easier for students to accept, so that students could understand it more easily and the self-confidence process builds faster. In addition, the teacher

give appreciation to students who are willing to answer questions, dare to ask questions, or work in front of the class in the form of words of praise, added value, and applause. Motivation and appreciation play an important role in the psychological side because they can make students happy and feel fun in lessons, and can build self-confidence. Therefore, for students to be more enthusiastic in learning, and could be confident in speaking, motivation and appreciation are needed in any form, both from other people. Other people here can be teacher and friends.

2. Inviting students to communicate actively

Based on teacher interviewed, inviting students to communicate actively can help students be more confident. This is conveyed by the teacher in the interview:

Excerpt 4

“So when I teach, I have to do it one by one, I invite dialogue, ask one by one, it has from the easiest to the most difficult. from one word to two words. can't be given text directly, can't. directly told to speak, can't, have to be slow. So that, builds self-confidence.” (Teacher translated interview on September 9, 2024)

Picture 2. Students question and answer activity



Based on the interviewed, by inviting students to communicate actively, teacher and students can establish a conversation process with each other. Inviting students to communicate by asking questions, asking for opinions, or discussing will make students feel more

involved and have rights in the learning process it can build student motivation. In addition, inviting students to communicate actively can help students build interpersonal skills that are important for everyday life. Students who are often invited to communicate are better able to convey their ideas and opinions with confidence. Therefore, good communication builds strong relationships between students and teacher, and can create an atmosphere that supports learning.

3. Implementing learning strategies

In increasing student self-confidence, teacher also implement learning strategies that can help students be active and contribute in class. As stated by the teacher in the interview:

Excerpt 5

“How to improve it, yes with fun activities in class, for example, there were games, there were group discussions, giving games cards, and sometimes games via cellphones, the media is cellphones, that, they will feel happier. If you are happy, Insya Allah, following the lessons will be easy”. (Teacher translated interview on September 9, 2024)

Teacher implemented learning strategies that can help students be active and contribute in class. The strategies that teacher use are:

a. Small group discussion

Small group discussion is a strategy often used by teacher in learning. Small group discussions can build students' confidence in speaking because there is interaction between students. As conveyed by the teacher in the interview:

Excerpt 6

“The first is in a small group, in a small group it means there is interaction between students. When they are asked to mention expressions, they carry out the instructions well. They want to talk because there is competition in the small group. Then at the end conclude, so that the students discuss, what expressions have appeared in your group. So students learn together, because usually students are more confident

when they are with their friends than with teacher”. (Teacher translated interview on September 9, 2024)

b. Games playing card

In games, group work is needed to complete tasks. This group assignment requires students to interact and be confident.

As conveyed by the teacher in the interview:

Excerpt 7

“The benefits are many, one is increasing students' self-confidence. Students who are shy finally want to speak. They face their friends. Games can force or make the students to said, and pronounce words. So they will be more ready when speaking. Second, they learn together. Socializing, yes, maybe that's it”. (Teacher translated interview on September 9, 2024)

Based on the interview above, the use of learning strategies such as small group discussions and games can provide space or opportunities for students to want to speak. Students are forced to speak so that the group or team can run smoothly. Discussing and playing allow students to think critically, share opinions, and ask questions, which builds their involvement in the learning process. The second strategy can build students to work together and interact, which will build social skills. In discussions, students can convey the knowledge they have understood in a deeper context. When students actively participate in discussions, conveying many of their ideas, they feel more confident in discussing with others. With games, students will be happier and more challenged in learning. Therefore, the more they are trained, the more students' confidence in speaking will build.

B. The Teacher's Implementation of Each Strategy to Build Students Self-Confidence in Speaking at 7th grade of SMP N 8 Purwokerto

This subsection presents more clearly about how the strategy is implemented by the teacher during learning process, especially in teaching speaking. During the observation, the time allocation for one hour of learning at SMP N 8 Purwokerto was 40 minutes, with a total of 3x lesson hours, which is 120 minutes. here is the explanation.

1. Providing motivation and appreciation to student

In this sub-section, would give discussion and explains about the activities of giving motivation and appreciation more clearly. Based on field notes, the techniques for providing motivation and appreciation are as follows:

Field Note 1

At the beginning of the session, Mr. S gave appreciation to class 7H by saying "I am happy to be able to enter and teach in class 7H, because the students in class 7H are smart and active. Hearing this, the students in class 7H applauded enthusiastically with smiles and facial expressions that indicated feelings of pride. Then Mr. S gave another appreciation "Mister also thanked class 7H for sending video assignments last week, the videos are good. (Observation 1 on August 2024)

Based on field notes, the Teacher gave appreciation to the class by saying he was happy to be able to enter and teach in the class because the students in the class were smart and active. Hearing the teacher's words of appreciation, students in one class clapped their hands with smiles and facial expressions that indicated feelings of pride. Based on all field notes, in every meeting, the teacher always provides motivation and appreciation. Besides that, according to Nidara, E. et.al (2022) that very important to said thank you and praise students, even for small things that students do because it can build their self-confidence. Also supported by Brown (2015) that gave reward students for their abilities and talents, even if they feel somewhat inadequate

when faced with a new language recognizing and using their talents and skills in areas such as art, music, or sports will help build their confidence and self-esteem as they invest effort and time during in learning process.

Besides that, Harter's statement that supports the researcher's findings that enhancing students' confidence in speaking can be done by providing emotional support and social acceptance, in this case, it can be in the form of motivation and appreciation, or positive affirmation. (Santrock, 2003). In addition, the following excerpt from an interview with a teacher explains the implementation of activity:

Excerpt 8

“Based on the teacher interview. It is very important, so the students has been tired of doing the assignment, has dared to come forward. that must be appreciated. because when they are appreciated, they will definitely feel happy. So that in the next meeting, they want to come forward again to do the assignment more enthusiastically. Usually I said directly, thank you, when those who want to come forward, very good, very nice” (teacher traslated interview on September 9, 2024).

Based on the data above, appreciation for students is a form of social appreciation. The teacher always saids the expression *very good, very nice, good*, to students who dare to come forward, answer questions, or ask questions. In addition, friends' support in the form of applause for daring to come forward, daring to ask questions, and answering questions also has a positive impact on other students. Students will feel happy, and more enthusiastic about learning. This is following the results of research from Candra, Z (2020) that giving appreciation can make students happy. When receiving appreciation, students' hearts are happier. Feeling that they are appreciated, cherished, and loved.

Students who are given motivation and appreciation are allowed more passion for learning. Strengthened by the statement that providing motivation and appreciation is considered to be able to build students' self-confidence Prittama (2015). This method greatly influences the psychological side of students, that every student needs positive affirmation for their growth development and self-confidence. Providing consistent motivation and appreciation would help students feel more confident and motivated to continue to develop and learn.

From the data, with the motivation and appreciation given, it can build students' self-confidence. Praise from teachers such as good, right, very good, or applause from others can strengthen their self-confidence and build pride in students. so that students would be more active in learning to get more appreciation. Motivation can build students to practice and learn a lot. The more skills they master, the higher their self-confidence. This statement supported by Nidara, E. et.al (2022), that motivation by giving wise words and increasing enthusiasm can build students' self-confidence in learning and eliminate feelings of insecurity, shame and pessimism. Students who are more active in learning, always want to find out and will feel more understanding, more capable, and more competent in the lessons they take. When students feel motivated and successful in achieving their learning, this will certainly build their self-confidence. This support can build self-confidence because they feel supported and recognized by others.

2. Inviting students to communicate actively

This section presents the implementation of inviting students to communicate actively and more clearly. Inviting students to actively communicate is an important role for a teacher. Interactive teachers prioritize student participation in the learning process. They not only

provide material but also create an environment where students can talk, collaborate, and participate.

According to Brown (2015), one way to invite students to communicate actively is to foster the courage to ask questions, and the active role of educators to ask their students. Based on the field notes, the techniques used by teacher to invite students to communicate actively are:

Field Note 2

Mr. S opened the lesson activity by gave greeting to all students, which the students direct answered loudly. Then Mr. S greeted "Good Morning students, and how are you today?" with a loud intonation so that all students heard and paid attention. Students answered "good morning mister, and I'am fine and you?" with a loud intonation too. (Observation 1-5, 2024)

Field Note 3

"Next, Mr. S checked student attendance by giving instructions "okay, I will check attendance first, raise your hand and give some expression about greetings or introduction, please open your notes first. If I'm calling your name, please said it loudly and clearly". (Observation 1 on 12 August 2024).

Field Note 4

The teacher provoked several students to give their opinions about positive and negative sentences in the hobby learning material. (Observation 5 on 4 September 2024).

Based on the field note, and initial activity, the teacher opened the lesson section with gave greeting to all students, which the students immediately answered in a loud and clear voice. In checking attendance list, the teacher gave instructions when each student's name was called, to raise their hand and give an expression about greetings or introductions, or hobbies in a loud and clear voice. During the assignment, the teacher went around controlling the student groups. The teacher went around the groups answering questions if there were

students who asked. The teacher builds some students to ask questions, such as mentioning one student and then asking "*What is the English for cooking, what is the English for police?*". Besides that, the teacher provoked several students to give their opinions about positive and negative sentences in the hobby learning material. Students give answers by saying that positive sentences are sentences that do not contain the word no. Then some students said that negative sentences are the opposite of verbs, for example, the positive sentence of buying then the negative sentence is stealing.

According to Brown (2015), the key to many ways to produce and maintain an interactive language class atmosphere is starting from an active and interactive teacher. This stimulation is important at the beginning of the class lesson and also throughout the lesson. Without continuous teacher guidance, interaction between students in the class may continue, but such things will cause students to talk or discuss other conversations that are not included in the learning. In addition to the teacher asking questions, many students also ask questions about the clarity of the assignment or lack of understanding of the material. Therefore, by asking and answering questions, the question and answer session becomes more dynamic and participatory, helping students feel more involved and supported in the learning process. In addition, in the process of interacting with less active students, the teacher always takes a personal approach.

Based on field notes, there was interaction and communication contact between students and teachers. Supported by the results of research from Yusuf & Tambak, (2017) that this learning method takes place in two directions, that is, the teacher gives one or several questions to each student, then the teacher appoints the student to answer or vice versa, the student asks the teacher a question, then the teacher answers. This method has been proven to build students' interest in learning

because students feel more confident in being able to express their opinions, and also feel that there is an opportunity to be heard by others.

Opinion from Tarigan (1997) on Maspuroh (2022), that speaking is the ability that a person has to produce and make sounds or noises which can then be arranged into words or sentences verbally to express, convey ideas or feelings and express them. From this opinion, with the interaction and communication between students and teachers, students' speaking skills are achieved. Interactive question and answer between students and teachers can be considered an effective way to build engagement, understand student understanding, and improve productive communication.

3. Implementing learning strategies

According to Graham (1997) on Ernesto (2001) that she determined to build self-confidence by frequent contributions in class. According Nidara, E. et.al (2022) is that these facilities can be used to build students' enthusiasm in learning to speak English. Beside that, learning process cannot be separated from the role of teachers. English teachers must have ideas and efforts to improve English teaching and learning strategies, which are more effective and relevant in order to build students' interest in the subject (Dwinalida & Setiaji, 2020). Therefore, like the theory of (Kayyi, 2006) which states that some strategies can be used as references and can be used in the learning process, to help students learn a second language to speak, as follows:

Tables 3. Strategies according Kayyi's Theory

No	Teacher's Strategies	Teacher
1	Discussion	✓
2	Role-Play	
3	Simulation	

4	Information Gap	
5	Brainstorming	
6	Simulation	
7	Interviews	
8	Story completion	
9	Reporting	
10	Playing Card	✓
11	Picture Narrating	
12	Picture Describing	
13	Find The Different	

By accordance to Kayyi (2006) several strategies that can used by teacher to teaching speaking are: discussion, role-play, simulation, information gap, brainstorming, simulation, interviews, story completion, reporting, playing card, picture narrating, picture describing, and find the different. According to Davis (1976), strategy can be called a design, a means, or a set of activities designed to achieve a specific goal in a particular area. So, the strategies for build students' self-confidence that teacher use are discussions and playing cards. By accordance with the opinion of Kayyi (2006) in the theory of teaching speaking. The following is its application:

a. Small Group Discussions

In this sub-chapter, the researcher provides a deeper and more detailed discussion of how the process of implementing small group discussions takes place during the learning process. According to Nidara, E. et.al (2022) said that discussion strategy is an unstructured and cooperative exchange of ideas between teachers and students or between students to find solutions, problem solving, critical thinking, and literary appreciation. According to Kayyi's theory (2006), discussion is one of the

learning strategies that aims to obtain a core, outline or what is usually called a conclusion, share and provide experiences about events that have occurred, or find a way out of problems in their discussion group. It is very important for teacher to provide a little explanation about the purpose of the discussion at the end. Here is the technique of discussion by Kayyi (2006).

Tables 4. Small Group Discussion Techniques by Kayyi Theory

Techniques	Yes	No
Make group preferably 4-5 people	✓	
Each group works on their own topic. The teacher gives them time to complete the assignment. After completing the assignment, they are invited to express their opinions in front of the class.	✓	
Each student must be given the same opportunity or in other words, the opportunity for students to speak must be divided fairly and evenly for all members of the group.	✓	
The class will assess other groups and can determine the winning group. The winning group is the group that can defend its opinion or idea with good delivery.		✓
Give students as many opportunities as possible. That is, every male or female student is given the opportunity to ask questions, explain ideas, give suggestions and express support, examine a number of criticisms, opinions and so on	✓	

The tables above is techniques from small group discussion. According to Kayyi (2006) theory, discussion has several techniques, namely: first Make group preferably 4-5 people, second, each group works on their own topic. The teacher gives them time to complete the assignment. After completing the assignment, they are invited to express their opinions in front of

the class. Third, each student must be given the same opportunity or in other words, the opportunity for students to speak must be divided fairly and evenly for all members of the group. Fourth, the class will assess other groups and can determine the winning group. The winning group is the group that can defend its opinion or idea with good delivery. Last, give students as many opportunities as possible. That is, every male or female student is given the opportunity to ask questions, explain ideas, give suggestions and express support, examine a number of criticisms, opinions, and so on

This researcher has provided a deeper and more detailed in the previous chapter. So, this study makes some findings and discusses them. Based on observations, the teacher used strategies to build students' self-confidence in speaking. apply small group discussion strategies. Based on the tables above, in the application of small group discussion strategies there are several techniques. The following are field notes on the application of this strategy.

Field Note 5

Students then start counting out loud from number one to 6, after counting to six, return to the first count number one until the last student sitting in the back seat. A total of 6 groups with 5 and 6 members. (Observation 1 on August 12, 2024)

Based on field notes and the techniques above, the first technique is to make groups of 4-5 people. In this technique, the teacher divided all students into several groups or company with a small number of students, namely 5 and 6 students. The teacher divided the student groups by counting from number 1 to 6, after counting to six, returning to the first count of number one until the last student sitting at the back of the bench. A total of 6 groups

with 5 and 6 members. According to Brame & Biel (2015) the ideal group size for small discussions is 2-6 people depending on the planned activity. Smaller group probably for students to speak confidence, like statement Harmer (2007) the main reason why some students are reluctant to take part in speaking activities is because they feel they have to speak in front of a large group. Here students then group according to the similarity of numbers when counting.

Picture 3. Student small group discussion activity

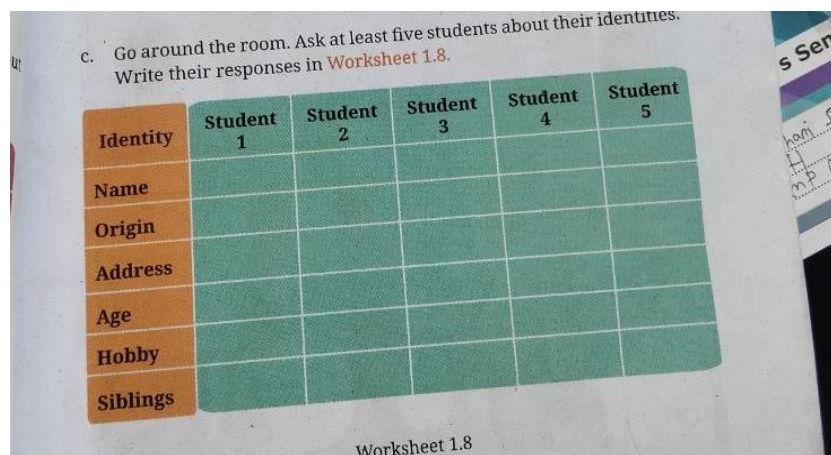


After the first technique is done, the teacher gives instructions to work on the task within a certain time. The teacher does not give an explicit time. However, see the estimated completion of the task. Then each group works on the topic given by the teacher and conveys their opinions in front of the class. However, all groups discuss the same topic. The topic of the day was about the introduction of each student's name, address, hobby, age, family, hobby, and favorite food. The field notes are as follows:

Field Note 6

At this stage, the teacher gave instructions to discuss the introduction of each students's name, address, hobby, age, family, hobby, and favorite food. After that, each students presented their answers in front of the group members. (Observation 1 on 12 August, 2024)

Picture 4. Students Task



Based on the field notes and techniques above, the teacher gave instructions to all students to note down or copy all the material in their respective books, then students are asked to ask each other about their names, addresses, ages, hobbies, and siblings to group members. After that, students are asked to explain about themselves according to the questions in the book, and present also explain the students results of the assignment in front of their respective groups. Then, each student has an equal opportunity to speak. The opportunity must be shared fairly and evenly so that all group members get it. Based on the following field notes, all students get the same opportunity and shared fairly to speak because they have received a number to advance using a spinner.

Field Note 7.

After writing the names of each member, please spin the spinner to draw who will advance first and second and so on, then students who do not present must ask questions to the students who are presenting. (Observation 1, on 12 August, 2024)

Based on the field notes and techniques above, each student gets the same opportunity to introduce themselves, then give their opinions to group members. Students are asked to stand up and then convey their opinions in sequence from the student who gets the first spinner to the last. The student who gets the first number is ready to immediately introduce himself and give his opinion about his favorite food. In order from the students who get the first and last numbers, all students speak in front of their respective groups.

At the end of the technique, give students as many opportunities as possible. That is, every male or female student is given the opportunity to ask questions, explain ideas, give suggestions and express support, examine a number of criticisms, opinions and so on. Each student must ask questions to students who come forward for presentation. All students will get questions according to their turn to present, and the students who present are asked to answer questions from other friends. This is where students are asked to actively ask and answer questions and be confident in speaking in English.

b. Games Playing Card

In this part, gave implementation of a game of playing cards. According to Kayyi's (2006) theory, the game techniques used are as follows:

Tables 5. Games Playing Card Techniques

Technique	Yes	No
Make group preferably 4-5 people	✓	
Each student in the group chooses one card. Then each student makes a question and writes it on the card. Questions can be four to five. The topic of the question is free, or based on the material and asks it to other students in their own group.		✓
Teachers should give instructions before starting the activity, that all male and female students are prohibited from making questions with simple answers such as "yes or no", because with such simple answers, it will build students to ask or give answers. This kind of thing will not give students the opportunity to talk a lot.	✓	
Students ask each other open-ended questions and respond with complete sentences.		✓

Field Note 8

Students start counting out loud from number one to 6, after counting to seven, go back to the first count number one until the last student sits at the back of the bench. There are a total of 6 groups with 4 and 5 members. (Observation 1, on 12 August, 2024)

Based on the field notes and techniques above, the first technique is to make groups of 4-5 people. In this technique, students are divided into several groups by following instructions from teacher. The teacher divided group or company the student groups by counting from number 1 to 6, after counting to 6, go back to the first count number one until the last student sitting at the back of the bench. There are a total of 6 groups with 5 and 6 members. Here the students then group according to the similarity of the numbers when counting. Students who get the same number become members of the group. Counting starts from the

student sitting at the front to the back. After the groups are formed, the students gather based on their groups. The teacher gives instructions for a guessing game by giving clues. The words guessed are based on each students's hobby.

Field note 9

Each student writes down their hobbies on a piece of paper, without their names on it. Then the papers are collected into one and placed in the middle of the tables. After that, use a spinner to determine who goes first. The students who goes first, takes one paper and puts it on his head. Other students in the group give clues by mentioning one word that describes the word on the paper. The student who goes forward begins to guess what the hobby is. After one students successfully guesses the correct answer, it is the turn of the other students to go forward and guess. (Observation 4, on 3 September, 2024)

Picture 5. Students Games Activity



Based on field notes, students contribute to each other so that the group wins. Students work together with friends and are active. In games, in addition to making students happy and active, it can also build self-confidence. In games, materials can be delivered more easily and absorbed. Students are free to provide clues according to their respective understandings. As stated by Thornbury (2005) that refers to activities to develop students'

abilities in controlling their own learning process. This involves giving freedom and responsibility to students in making decisions related to learning. With games, students will feel more challenged and more enthusiastic to follow the next learning. This is conveyed by the teacher:

Excerpt 10.

"Especially, with the addition of games, so they are more enthusiastic about feeling like they are competing with other friends. Finally, this appears they talk. they want to talk because there is competition in the small group. for example, there were games, there were group discussions, giving games card, sometimes game via cellphones, the media is cellphones, that, they will feel happier. If you are happy, Insya Allah, following the lessons will be easy (teacher interview on September 9, 2024)

This is conveyed by a class 7E student:

Excerpt 11.

"Yes, because I'm happy, sometimes I compete with the one in front of me, I was in second place, overtaking each other; one two one two went up, so I was more confident" (students interview on September 9, 2024)

Based on the data, game strategies can make students active and confident. Following the statement by Lautser on research from Amalia, et al., (2021) said that there are 4 characteristics of self-confidence in students, namely, believing in their own abilities, behaving and acting independently to make and take decisions, having a positive attitude and feelings and dare to give an opinion, or express an opinion. In the game, students give each other clues and compete with other groups to get points. In the game builds students to compete, work together with pairs, and also friends, in order to win the game.

Games can build student motivation by making the learning process more fun and challenging. Through games, students can practice and apply concepts that have been learned in a more interactive context. For example, card games can help students understand vocabulary related to the material on that day. Therefore, researchers analyze that game strategies can make students active and confident. Because in the game there is a requirement to dare to speak so that the team can complete the challenge.

Based on the data above, the teacher has implemented 3 strategies that can build students' self-confidence, this is in accordance with the theory of Harter's statement on (Santrock, 2003) supports the researcher's findings that enhancing students' confidence in speaking can be done by providing emotional support and social acceptance, in this case it can be in the form of motivation and appreciation, or positive affirmation. Furthermore, Graham (1997) on Ernesto (2001) stated that she determined to build self-confidence by frequent contributions in class. Contributions in the classroom can be in the form of giving each other the courage to ask and answer questions, giving opinions, giving ideas, organizing groups, providing learning assistance to friends, doing assignments, and so on.

In addition, in implementing learning strategies, in accordance with the theory of Kayyi, (2006) which mentions various strategies that teachers can use to build second language learners to speak, but the teacher only uses 2 strategies, namely discussion and playing cards. With students who have high self-confidence to speak, it will reduce the problems that cause students to be unwilling or embarrassed to speak. Common problems in speaking are shyness, lack of confidence, and

motivation, feeling of mistake, shyness, and anxiety. (La Mido, 2019).

Therefore, when students already have high self-confidence, students can overcome these problems. By continuing to learn and develop speaking skills in English, the message that will be conveyed will be clearer, and speaking will be more fluent, such as the statement quoted Haryanto (2004) says that speaking is talk or speak. If there is a combination of speaking and the ability to speak, it means having the ability to articulate sounds to express or convey thoughts, opinions and desires to other people. Apart from that, Hornby (1999) said that speaking can be interpreted as a way to convey feelings through words, sentences, and even conversations with other people.

Teaching strategies are needed to achieve competencies, learning objectives, and learning materials. Like the theory of Banks (1991), a Teaching strategy is an effort to deliver learning materials or carry out learning activities. Based on the explanation of the description above, researchers can draw an outline and provide a conclusion that teaching strategies are an activity and include various elements in it, this series of activities has great power and strength to help students build their speaking skills in the learning process. This is where teacher must be able to be creative and innovate to combine each strategy in the learning delivered in order to be successful. Like the theory from Strategy is mentioned as a method consisting of various actions or plans designed to achieve certain goals. (Quoted in Ma'rufah, 2017). This supported by Harmer (2007), Strategies are plans and actions taken by teachers to carry out and achieve one or several of their teaching and learning goals. So successful learning comes from teachers who are innovative in teaching.

It can be concluded that the strategy used by teachers to build students' self-confidence can be considered successful because the learning objectives are achieved. The strategy for teaching speaking to students is for students to use language as a means to express feelings, and students are able to use language quickly and confidently, even though there is a slight pause called fluency, according to Davis (2006). In addition, the purpose of teaching speaking is to allow students to express themselves in the target language to overcome basic interactive skills (Brown, 2000). To realize a successful teaching session, today's teachers must refresh their strategies and innovations to suit students' needs (Mualim et al., 2019).

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter, contains conclusions and suggestions. Conclusions are the final part of the research because they contain the core or outline obtained based on the entire research, and include all findings and discussions. While, suggestions contain some critical notes in teacher strategies to build students' self-confidence in speaking.

A. Conclusion

The essence of this research can be taken based on the findings and discussion, with the following main points: There are three strategies used by teacher in building students self-confidence in speaking, namely providing motivation and appreciation to students, inviting students to communicate actively, and implementing learning strategies that can facilitate students to be more active and confident such as small group discussions, and games.

First, providing motivation and appreciation to students. Teacher provide motivation to students by giving words that build enthusiasm and pride. Teacher provide motivation that there is no need to be ashamed and afraid of being wrong, because everyone is still learning, and everything requires a process. In addition, teacher give appreciation to students who are willing to answer questions or appear in front of the class in the form of words of praise, like exspression very good, very nice, and good, and applause.

Second, inviting students to communicate actively. Teacher invite students to communicate actively by frequently having dialogues and providing questions and answers. Teacher invite students to interact during the learning process. The technique is that the teacher greets each student at the beginning of the lesson and asks how each student is doing during attendance. In addition, the teacher walks around and checks the students's

condition by inviting questions and ask for opinion about the material or assignments being worked on.

Third, implementing learning strategies that can facilitate students to more be active and grow their self-confidence such as small group discussions and games. First, the technique is that students are divided into several groups and exchange ideas in their groups to discuss a same topic. Then, students in the group present their respective assignments in front of the group members. Second, in games. Students are divided into 6 groups, each consisting of 5-6 members. The technique is that students write a hobby on paper/cards. Then, each student takes turns guessing their friend's hobby. Other friends give clues in the form of one word that describes the hobby.

The facilities provided by the teacher, in the form of various strategies are considered suitable and can be applied to 7th grade junior high school students. Although still using mixed languages, sometimes Indonesian, and sometimes English, students are more interactive in learning to speak in class. They are build to be more confident in speaking and not afraid when making mistakes. When students experience obstacles, the teacher does not immediately give the student a wrong assessment, but the teacher gives appreciation first, then corrects the student's mistakes. Overall, what the teacher does can help students to contribute and be confident in class, not feel ashamed or afraid of making mistakes, feel happy, and of course can add new vocabulary for students. By using these strategies, in learning English, it can build students' ability to speak, especially students are more confident in giving opinions, asking questions and giving answers.

B. Suggestion

Because this research has been completed, some suggestions that researchers can provide for various elements, for teachers, for schools, and for other researchers. Based on the findings and discussions of all findings,

the suggestions that researchers can provide are:

1. For teachers

Teachers are advised not to be embarrassed or feel insecure in learning, whatever the subject, but especially English lessons. Become interactive students in class to find out as much knowledge as possible. Try to speak actively in English even though you are still hesitant or there is some kind of vocabulary or grammar that is wrong. This will show that by learning to get used to speaking English, students will get used to it. In addition, some opinions said that becoming a teacher requires the latest innovations, in order to improve educational services to be more qualified. teachers are advised to be creative, able to combine several strategies in learning to help students learn, facilitate students, motivate students, and stimulate students' motivation and enthusiasm in speaking activities.

2. For next researchers

This research can be reviewed or expanded again by other researchers with the latest findings. Because science is developing, there needs to be other better innovations. Of course, by looking at the shortcomings and advantages of this research, it will certainly help other researchers to complete their research with better results. If there is a good part of this research, it can be used as a comparison or reference. Researchers who are interested in researching what strategies are used by teachers in building student confidence in speaking English can use this research because they have the same interests as the author. Hopefully this research is useful for the education sector in Indonesia.

C. Research Limitation

This study has limitations from each aspect, such as time constraints during observation, and limitations of teacher subjects. However, despite the limitations, this study has been completed. For time constraints during

observation, the researcher only conducted research with one teacher of class VII SMP N 8 Purwokerto. For 5 meetings with different materials, namely greetings and introductions, hobbies, and to be, with the same skill achievement, namely speaking. To add data due to observation limitations, the researcher conducted interviews and documentation. Interviews with teachers and several male and female students to add information related to this study. Documentation during the observation took place in the form of photos, records, and videos, in addition, documentation in the form of books used for learning and teaching modules used by teachers.

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APPENDIXES

APPENDIXES 1. FIELD NOTE OBSERVATION

Field Note	: Observation 1	Jumlah siswa	: 32
Tanggal	: 12 Agustus 2024	Guru	: Surya Adi S. Pd
Waktu	: 10.10-12.10	Materi	: Greetings, Introduction
Kelas	: 7H		

Hasil Observasi

Hari Senin, tanggal 12 Agustus 2024 pukul 10.10 sampai 12.10 WIB, ES melakukan observasi kelas untuk mencari data yang akan digunakan dalam mengerjakan skripsi. ES sudah membuat kesepakatan terlebih dahulu dengan Mr. S bahwa masuk kelas di jam 10.20 WIB. Pada hari tersebut Mr. S akan mengajar di kelas 7H untuk mata pelajaran Bahasa Inggris. Kelas 7H memiliki jumlah siswa 32 dengan siswa putra sejumlah 15 dan siswa putri berjumlah 17. Materi pelajaran pada hari tersebut adalah Greetings, dan Introduction, dan sasaran keterampilannya adalah speaking skill.

Mengenai proses pembelajaran, smp n 8 purwokerto menerapkan kurikulum merdeka belajar, yang memiliki tujuan untuk mengembangkan potensi dan minat belajar siswa. Sebelum memulai pelajaran, Mr. S memastikan apakah semua siswa sudah siap untuk menerima pelajaran atau belum, dengan diam sejenak dan menatap anak-anak sekitar 1 menit hingga anak-anak diam. Tujuan dari gerakan tersebut adalah untuk siswa menyelesaikan aktivitasnya masing-masing dan mulai memperhatikan guru untuk mengikuti pelajaran.

Kemudian, Mr. S membuka pelajaran dengan mengucapkan salam kepada siswa, Mr. S mengucapkan "*Assalamualaikum wr wb*" yang langsung dijawab siswa dengan keras "*waalaikumsalam wr. wb*". kemudian Mr. S menyapa "*Good Morning students, dan how are you today?*" dengan intonasi suara yang keras sehingga seluruh siswa mendengar dan memperhatikan. Siswa menjawab "*good morning*

mister, dan I'am fine and you?" dengan intonasi yang keras juga. Setelah itu Mr. S kembali menjawab dengan *"Alhamdulillah, I'am great"*.

Selanjutnya, Mr. S mengecek presensi siswa dengan memberikan instruksi *"oke, I will check attendance first, raise your hand and giving some ekspresion about greetings or introduction, silahkan buka catatan masing-masing terlebih dulu. if I'am calling your name, tolong ucapkan dengan keras dan jelas"*. kemudian Mr. S mulai memanggil dari absen pertama, "Aufa Zara" dan siswa yang bernama Aufa Zara mengangkat tangan beserta mengucap *"how are you"*. Setelah mendengar ungkapan greetings atau introduction dari siswa, Mr. S selalu memberikan sebuah pujian *"yaah, it's great, or bagus sekali"*. Pada hari itu seluruh siswa hadir dan dapat mengikuti pelajaran.

Di awal sesi, Mr. S memberikan apresiasi kepada kelas 7H dengan mengatakan *"Saida senang bisa masuk dan mengajar di kelas 7H, karena kelas 7H anak-anaknya pintar-pintar dan aktif-aktif"*. Mendengar ucapan tersebut, siswa kelas 7H bertepuk tangan meriah dengan tersenyum dan raut wajah yang mengisyaratkan perasaan bangga. Kemudian Mr. S memberikan apresiasi lagi *"mister juga berterimakasih kepada kelas 7H yang sudah mengirim tugas video minggu kemarin, videonya bagus-bagus. Untuk kelompok yang belum mengirim tugas video, hari ini masih mister tunggu ya"*. Kemudian anak-anak menjawab *"oke mister"*.

Mr S. menyampaikan kepada siswa mengenai materi yang akan dibahas *"okay, today we will discuss about ekspresion of greetings and introduction, membahas materi yang sebelumnya sudah dicatat. But before we get into the material, I will divide you into several groups, mister akan membagi kalian untuk berkelompok"* Sebelum masuk materi, Mr. S membagi kelompok siswa dengan berhitung dari nomor 1-6 menggunakan bahasa inggris dimulai dengan siswa yang duduk dibangku terdepan sebelah kanan.

Siswa kemudian mulai berhitung dengan suara lantang *"one, two, three, four, five, six"* setelah berhitung sampai six, kembali lagi ke hitungan pertama number one sampai siswa terakhir yang duduk dibangku paling belakang. Total berjumlah 6

kelompok dengan jumlah anggota 5 dan 6. Peneliti mengamati banyak siswa yang gaduh karena mencari tahu siapa saja teman kelompoknya.

Setelah semua siswa berhitung, Mr. S menginstruksikan untuk berkelompok sesuai dengan nomor yang didapatkan *“let’s move to the group”* kemudian siswa-siswa berkelompok sehingga suasana menjadi riuh dan tidak kondusif karena anak-anak mencari teman sekelompoknya. Melihat hal tersebut Mr. S memberikan instruksi dengan suara keras *“students... tepuk pagi”*, anak-anak langsung bertepuk satu kali. Mr. S kembali mengatakan *“tepuk siang”*, anak-anak merespon dengan bertepuk 2x. Mr. S kembali mengatakan *“tepuk malam”*, dan anak-anak tidak melakukan tepuk tangan”. Games ini menjadikan anak-anak diam seketika dan mendengarkan apa yang Mr. S katakan. Mr. S mengatakan *“silahkan berkelompok yang tertib, untuk kelompok 1 dan 2 di sebelah kanan, kelompok 3 dan 4 ditengah dan kelompok 5 dan 6 disebelah kiri”* anak-anak mengikuti perintah dari Mr. S.

Setelah berkelompok, Mr. S menjelaskan apa yang harus dilakukan oleh siswa. *“okay students, pertama buka buku paket halaman 23. Kemudian tulis tugas dihalaman 23 di buku tugas masing-masing. Kedua, kalian menjelaskan tentang diri kalian sesuai dengan pertanyaan yang ada di buku, dan kalian presentasikan tugas kalian didepan kelompoknya masing-masing. Disitu ada nama, alamat, hobby, makanan kesukaan dan lain-lain”* Mr. S memberikan contoh terlebih dahulu, *“I will give example, contohnya nama: Surya adi N. alamat: purwokerto, hobby: menggambar, makanan kesukaan: seblak”* Mr. S memberikan penjelasan *“apakah paham anak-anak?”* kemudian siswa menjawab paham mister dan anak-anak langsung mengikuti perintah dari Mr. S.

Selama pengerjaan tugas, Mr. S berkeliling mengontrol kelompok siswa. Ada beberapa siswa yang bertanya kepada Mr. S misalnya *“Mister, bahasa inggrisnya memasak apa? Mr. S menjawab cooking. Cara penulisannya bagaimana? Mr. S menjawab C-O-O-K-I-N-G dengan mengeja, ada juga yang bertanya “mister, cara baca police bagaimana? Mr. S menjawab Polis. Mr. S berkeliling keseluruhan kelompok dengan menjawab pertanyaan yang ada jika ada siswa yang bertanya.*

Setelah 15 menit, Mr. S bertanya *“sudah selesai?”* ada beberapa siswa yang mengatakan belum, dan kebanyakan mengatakan sudah selesai. Mr. S kemudian

memberikan waktu 5 menit lagi untuk menyelesaikan bagi yang belum selesai. Setelah itu, Mr. S kembali mengatakan sudah selesai? Dan seluruh siswa mengatakan “sudah mister”. Mr. S memberikan instruksi lagi, *“okay, tugas selanjutnya, masing-masing perwakilan kelompok mengambil HP, satu kelompok satu, kemudian buka link spinner yang sudah mister kirim di group kelas, dan catat masing-masing nama anggota di spinner tersebut”* perwakilan anak mengambil HP, nya masing-masing.

Kemudian Mr. S memberikan instruksi lagi, *“setelah menulis nama anggota masing-masing, silahkan putar spinner untuk mengundi siapa yang akan maju terlebih dahulu dan kedua dan seterusnya, kemudian anak yang tidak presentasi harus mengajukan pertanyaan kepada anak yang presentasi”*.

Anak-anak serentak memutar spinner dan memulai presentasi dari nomor urutan pertama. Siswa yang mendapat giliran pertama, langsung berdiri dan menjelaskan dirinya dengan suara yang lancar dan tidak gugup, siswa yang tidak presentasi menulis informasi dari siswa yang presentasi dan mengajukan beberapa pertanyaan seperti “saudaramu namanya siapa? Ayah kamu bekerja jadi apa? Siswa yang presentasi langsung menjawab pertanyaan-pertanyaan yang yang diberikan oleh teman kelompoknya.

Setelah seluruh anggota kelompok selesai presentasi didepan kelompoknya masing-masing, Mr. S memberikan instruksi untuk kembali ketempat duduknya masing-masing. Mr. S memberikan kesempatan untuk siswa mempresentasikan tugasnya di depan kelas. “siapa disini yang mau maju mempresentasikan didepan kelas? Salah satu siswa putri mengangkat tangannya dan mengatakan “Saida mister” kemudian siswa pertama maju kedepan menyampaikan apa yang telah ia tulis dengan lancar dan keras *“Assalamu’alaikum wr wb, hallo friends, my name is Fadila, my adress in sokanegara, I’am twelve years old. my hobby is watching movie, my favorite food is fried rice, my siblings is Fania, my group member.*

1. 2. 3. 4. 5.....etc. nice to meet you” Mr. S menanggapi dengan *“Thank you Fadila, your so confidence, it’s good”*

Kemudian Mr. S bertanya siapa yang ingin maju selanjutnya guna membuat siswa berani dan percaya diri untuk tampil didepan teman-temannya, namun tidak

ada yang mengangkat tangan lagi, Mr. S kemudian mengatakan *“come on guys, yang mau maju kedepan dan perkenalan akan mendapat nilai plus, nilainya jadi bagus”*. Setelah itu, ada anak putra yang maju dan mengatakan *“Assalamu’alaikum wr wb, hallo friends, my name is Agem, my adress in Karangpucung, I’am twelve years old. my hobby is playing game, my favorite food is noodles, my siblings is Rina and Andi, my group member 1. 2. 3. 4.etc, nice to meet you”* dengan suara yang cukup lancar. Mr. S menanggapi dengan *“Thank you agem, your is brave”*

Diakhir sesi pembelajaran, Mr. S berkata *“terimakasih untuk hari ini, kalian semua aktif. Untuk siswa yang belum berani tampil didepan kelas, tidak apa-apa. Mari kita berkembang bersama-sama, mari kita belajar bersama-sama, tidak usah malu dan takut salah, karena kita masih belajar, semuanya membutuhkan proses. Jadi untuk yang hari ini belum berani maju didepan kelas, minggu depan mister harap untuk berani maju didepan kelas.”*

Tujuan dari kegiatan hari ini adalah supaya siswa lebih paham dan merasa percaya diri pada kemampuan yang mereka miliki. Mr. S menutup sesi pembelajaran dengan mengatakan *“Because the time is over, we stopped our lesson today by saiding Hamdallah together. Alhamdulillahirabbil’alaamiin. See you on next meeting. Assalamua’alaikum wr wb.”*

Field Note : Observation 2 Jumlah siswa : 32
Tanggal : 21 Agustus 2024 Guru : Surya Adi S. Pd
Waktu : 07.10-09.10 Materi :Greetings, Introduction
Kelas : 7G

Hasil Observasi

Hari Rabu, tanggal 21 Agustus 2024 pukul 07.10 sampai 09.10 WIB, ES melakukan observasi kelas untuk mencari data yang akan digunakan dalam mengerjakan skripsi. ES sudah membuat kesepakatan terlebih dahulu dengan Mr. S bahwa masuk kelas di jam 07.20 WIB. Pada hari tersebut Mr. S akan mengajar di kelas 7G untuk mata pelajaran Bahasa Inggris. Kelas 7G memiliki jumlah siswa 32 dengan siswa putra sejumlah 14 dan siswa putri berjumlah 18. Materi pelajaran pada hari tersebut adalah Greetings, dan Introduction, dan sasaran keterampilannya adalah speaking skill.

Mengenai proses pembelajaran, smp n 8 purwokerto menerapkan kurikulum merdeka belajar, yang memiliki tujuan untuk mengembangkan potensi dan minat belajar siswa. Sebelum memulai pelajaran, Mr. S memastikan apakah semua siswa sudah siap untuk menerima pelajaran atau belum, dengan diam sejenak dan menatap anak-anak sekitar 1 menit hingga anak-anak diam. Tujuan dari gerakan tersebut adalah untuk siswa menyelesaikan aktivitasnya masing-masing dan mulai memperhatikan guru untuk mengikuti pelajaran.

Kemudian, Mr. S membuka pelajaran dengan mengucapkan salam kepada siswa, Mr. S mengucapkan "*Assalamualaikum wr wb*" yang langsung dijawab siswa dengan keras "*waalaikumsalam wr. wb*". kemudian Mr. S menyapa "*Good Morning students, dan how are you today?*" dengan intonasi suara yang keras sehingga seluruh siswa mendengar dan memperhatikan. Siswa menjawab "*good morning mister, dan I'am fine and you?*" dengan intonasi yang keras juga. Setelah itu Mr. S kembali menjawab dengan "*Alhamdulillah, I'am great*".

Selanjutnya, Mr. S mengecek presensi siswa dengan memberikan instruksi "*oke, I will check attendance first, raise your hand and giving some ekspression about greetings or introduction, if I'am calling your name, tolong ucapkan dengan keras dan jelas*". kemudian Mr. S mulai memanggil dari absen pertama, dan siswa

absen pertama mengangkat tangan beserta mengucap *“hallo”*. Setelah mendengar ungkapan greetings atau introduction dari siswa, Mr. S selalu memberikan sebuah pujian *“yaah, it’s great, or bagus sekali”*. Murid-murid memberikan support kepada salah satu siswa yang berhasil menjawab (siswa ini disabilitas). Pada hari itu seluruh siswa hadir dan dapat mengikuti pelajaran.

Di awal sesi, Mr. S memberikan apresiasi kepada kelas 7G dengan mengatakan *“Saida senang bisa masuk dan mengajar di kelas 7G, karena kelas 7G anak-anaknya pintar-pintar dan aktif-aktif”*. Mendengar ucapan tersebut, siswa kelas 7G bertepuk tangan dengan tersenyum dan raut wajah yang mengisyaratkan perasaan bangga. Kemudian Mr. S memberikan apresiasi lagi *“mister juga berterimakasih kepada kelas 7G yang sudah mengirim tugas video minggu kemarin, videonya bagus-bagus. Untuk kelompok yang belum mengirim tugas video, hari ini masih mister tunggu ya”*. Kemudian anak-anak menjawab *“oke mister”*.

Mr S. menyampaikan kepada siswa mengenai materi yang akan dibahas *“okay, today we will discuss about ekspression of greetings and introduction, membahas materi yang sebelumnya sudah dicatat. But before we get into the material, I will divide you into several groups, mister akan membagi kalian untuk berkelompok”* Sebelum masuk materi, Mr. S membagi kelompok siswa dengan berhitung dari nomor 1-6 menggunakan bahasa inggris dimulai dengan siswa yang duduk dibangku terdepan sebelah kanan.

Siswa kemudian mulai berhitung dengan suara lantang *“one, two, three, four, five, six”* setelah berhitung sampai six, kembali lagi ke hitungan pertama number one sampai siswa terakhir yang duduk dibangku paling belakang. Total berjumlah 6 kelompok dengan jumlah anggota 5 dan 6. Peneliti mengamati banyak siswa yang gaduh karena mencari tahu siapa saja teman kelompoknya.

Setelah semua siswa berhitung, Mr. S menginstruksikan untuk berkelompok sesuai dengan nomor yang didapatkan *“let’s move to the group”* kemudian siswa-siswa berkelompok sehingga suasana menjadi riuh dan tidak kondusif karena anak-anak mencari teman sekelompoknya. Melihat hal tersebut Mr. S memberikan instruksi dengan suara keras *“students... ucapkan bayaam”*, anak-anak langsung mengatakan bayam serentak. Games ini menjadikan anak-anak diam seketika dan

mendengarkan apa yang Mr. S katakan. Mr. S mengatakan *“silahkan berkelompok yang tertib, untuk kelompok 1 dan 2 di sebelah kanan, kelompok 3 dan 4 ditengah dan kelompok 5 dan 6 disebelah kiri”* anak-anak mengikuti perintah dari Mr. S.

Setelah berkelompok, Mr. S menulis tugas dipapan tulis dan menjelaskan apa yang harus dilakukan oleh siswa *“okay students, pertama buka buku paket halaman 23. Kemudian tulis tugas dihalaman 23, seperti tugas dipapan tulis di buku tugas masing-masing. Kedua, kalian menjelaskan tentang diri kalian sesuai dengan pertanyaan yang ada di buku, dan kalian presentasikan tugas kalian didepan kelompoknya masing-masing. Disitu ada nama, alamat, hobby, makanan kesukaan dan lain-lain”* Mr. S memberikan contoh terlebih dahulu, *“I will give example, contohnya nama: Surya adi N. alamat: purwokerto, hobby: menggambar, makanan kesukaan: seblak”*

Selama pengerjaan tugas, Mr. S berkeliling mengontrol kelompok siswa. Ada beberapa siswa yang bertanya kepada Mr. S misalnya *“Mister, bahasa inggrisnya memasak apa? Mr. S menjawab cooking. Cara penulisannya bagaimana? Mr. S menjawab C-O-O-K-I-N-G dengan mengeja, ada juga yang bertanya “mister, cara baca police bagaimana? Mr. S menjawab Polis. Mr. S berkeliling keseluruhan kelompok dengan menjawab pertanyaan yang ada jika ada siswa yang bertanya.*

Setelah 15 menit, Mr. S bertanya *“sudah selesai?”* ada beberapa siswa yang mengatakan belum, dan kebanyakan mengatakan sudah selesai. Mr. S kemudian memberikan waktu 5 menit lagi untuk menyelesaikan bagi yang belum selesai. Setelah itu, Mr. S kembali mengatakan sudah selesai? Dan seluruh siswa mengatakan *“sudah mister”*. Mr. S memberikan instruksi lagi, *“okay, tugas selanjutnya, masing-masing perwakilan kelompok mengambil HP, satu kelompok satu, kemudian buka link spinner yang sudah mister kirim di group kelas, dan catat masing-masing nama anggota di spinner tersebut”* perwakilan anak megambil HP, nya masing-masing.

Kemudian Mr. S memberikan instruksi lagi, *“setelah menulis nama anggota masing-masing, silahkan putar spinner untuk mengundi siapa yang akan maju terlebih dahulu dan kedua dan seterusnya, kemudian anak yang tidak presentasi harus mengajukan pertanyaan kepada anak yang presentasi”*.

Anak-anak serentak memutar spinner dan memulai presentasi dari nomor urutan pertama. Siswa yang mendapat giliran pertama, langsung berdiri dan menjelaskan dirinya dengan suara yang lancar dan tidak gugup, siswa yang tidak presentasi menulis informasi dari siswa yang presentasi dan mengajukan beberapa pertanyaan seperti “saudaramu namanya siapa? Ayah kamu bekerja jadi apa? Siswa yang presentasi langsung menjawab pertanyaan-pertanyaan yang yang diberikan oleh teman kelompoknya.

Setelah seluruh anggota kelompok selesai presentasi didepan kelompoknya masing-masing, siswa kembali ke tempat duduknya masing-masing. Diakhir sesi pembelajaran, Mr. S berkata *“terimakasih untuk hari ini, kalian semua aktif. Untuk siswa yang belum berani tampil didepan kelas, tidak apa-apa. Mari kita berkembang bersama-sama, mari kita belajar bersama-sama, tidak usah malu dan takut salah, karena kita masih belajar, semuanya membutuhkan proses. Jadi untuk yang hari ini belum berani maju didepan kelas, minggu depan mister harap untuk berani maju didepan kelas.”*

Tujuan dari kegiatan hari ini adalah supaya siswa lebih paham dan merasa percaya diri pada kemampuan yang mereka miliki. Mr. S menutup sesi pembelajaran dengan mengatakan “Because the time is over, we stopped our lesson today by saying Hamdallah together. Alhamdulillahirabbil’alaamiin. See you on next meeting. Assalamua’alaikum wr wb.”

Field Note : Observation 3 Jumlah siswa : 32
Tanggal : 26 Agustus 2024 Guru : Surya Adi S. Pd
Waktu : 10.10-12.10 Materi : Greetings, Introduction
Kelas : 7H

Hasil Observasi

Hari Senin, tanggal 26 Agustus 2024 pukul 10.10 sampai 12.10 WIB, ES melakukan observasi kelas untuk mencari data yang akan digunakan dalam mengerjakan skripsi. ES sudah membuat kesepakatan terlebih dahulu dengan Mr. S bahwa masuk kelas di jam 10.20 WIB. Pada hari tersebut Mr. S akan mengajar di kelas 7H untuk mata pelajaran Bahasa Inggris. Kelas 7H memiliki jumlah siswa 32 dengan siswa putra sejumlah 14 dan siswa putri berjumlah 18. Materi pelajaran pada hari tersebut adalah membahas soal materi sebelumnya yaitu greetings, dan Introduction, dan sasaran keterampilannya adalah Reading skill.

Mr. S membuka pelajaran dengan mengucapkan salam kepada siswa, Mr. S mengucapkan *"Assalamualaikum wr wb"* yang langsung dijawab siswa *"waalaikumsalam wr. wb"*. kemudian Mr. S menyapa *"Good Morning students, dan how are you today?"* Siswa menjawab *"good morning mister, dan I'am fine and you?"* dengan intonasi yang keras juga. Setelah itu Mr. S kembali menjawab dengan *"Alhamdulillah, I'am great"*.

Selanjutnya, Mr. S mengecek presensi siswa dengan memberikan instruksi *"oke, I will check attendance first, raise your hand and giving some ekspression about greetings or introduction, silahkan buka catatan masing-masing terlebih dulu. if I'am calling your name, tolong ucapkan dengan keras dan jelas"*. kemudian Mr. S mulai memanggil dari absen pertama, dan siswa absen pertama mengangkat tangan beserta mengucapkan *"I'm fine"*. Setelah mendengar ungkapan greetings atau introduction dari siswa, Mr. S selalu memberikan sebuah pujian *"yaah, it's great, or bagus sekali"*. Pada hari itu seluruh siswa hadir dan dapat mengikuti pelajaran.

Mr. S kemudian mengirim link quiziz ke grup kelas 7H, dan memberikan instruksi anak-anak untuk mengerjakan quiziz tersebut. Mr. S memberikan waktu 30 menit untuk mengerjakan quiziz. Setelah mengerjakan quiziz selesai, kemudian Mr S dan siswa mengoreksi tugas sebelumnya yang ada di LKS. Mr S memanggil anak dengan acak mulai dari tanggal, bulan, untuk membaca dan menjawab pertanyaan. Anak yang terpanggil langsung membaca tugas dan menjawab pertanyaan.

Setelah pengoreksian tugas selesai, Mr S memberikan instruksi untuk membuka LKS halaman 14 dan membaca bagian reading. Siswa bersama teman duduk membaca masing-masing dengan suara yang cukup keras. Mr. S menawarkan salah satu anak untuk membaca bagian tersebut, dan satu anak berani membaca dengan suara keras walaupun pengucapan masih belum benar seluruhnya. Kemudian, Mr,S mengajukan pertanyaan kepada siswa “ini artinya apa? Science artinya apa anak-anak?” siswa tidak ada yang menjawab pertanyaan. Mr. S kemudian menjawab science artinya ilmu. Pada ahir pembelajaran Mr. S menawarkan kesempatan untuk bertanya kepada siswa namun, tidak ada yang bertanya.

Diakhir sesi pembelajaran, Mr. S memberikan motivasi bahwa belajar bahasa inggris sangat penting untuk masa depan, bahasa inggris isa digunakan untuk melamar kerja, pergi keluar negeri. Jadi harus semangat dan giat dalam belajar bahasa inggris. Tidak usah takut untuk salah karena kita masih belajar.

Field Note : Observation 4 Jumlah siswa : 32
Tanggal : 3 September 2024 Guru : Surya Adi S. Pd
Waktu : 07.10-09.10 Materi : Hobby
Kelas : 7F

Hasil Observasi

Hari Selasa, tanggal 3 September 2024 pukul 07.10 sampai 09.10 WIB, ES melakukan observasi kelas untuk mencari data yang akan digunakan dalam mengerjakan skripsi. ES sudah membuat kesepakatan terlebih dahulu dengan Mr. S bahwa masuk kelas di jam 07.20 WIB. Pada hari tersebut Mr. S akan mengajar di kelas 7F untuk mata pelajaran Bahasa Inggris. Kelas 7F memiliki jumlah siswa 32 dengan siswa putra sejumlah 14 dan siswa putri berjumlah 18. Materi pelajaran pada hari tersebut adalah Hobby dan keterampilannya speaking skill.

Mr. S membuka pelajaran dengan mengucapkan salam kepada siswa, Mr. S mengucapkan "*Assalamualaikum wr wb*" yang langsung dijawab siswa "*waalaikumsalam wr. wb*". kemudian Mr. S menyapa "*Good Morning students, dan how are you today?*" Siswa menjawab "*good morning mister, dan I'am fine and you?*" dengan intonasi yang keras juga. Setelah itu Mr. S kembali menjawab dengan "*Alhamdulillah, I'am great*".

Mr. S menyiapkan LCD Proyektor untuk media pembelajaran pada hari tersebut. Mr. S memberikan instruksi untuk membuka halaman 30 di buku paket besar. Siswa kelas 7F terlihat lebih tertib dengan keadaan tanpa suara yang gaduh. Mr S kemudian memberikan instruksi untuk menyiapkan buku catatan, beberapa anak bertanya "pak buku catatn yang warnanya apa? Mr S menjawab biasanya yang ada sampulnya.

Selanjutnya, Mr. S mengecek presensi siswa dengan memberikan instruksi "*oke, I will check attendance first, raise your hand and giving some ekspression about your hobby. Misa fahri, my hobby is playing football. tolong ucapkan dengan keras dan jelas*". kemudian Mr. S mulai memanggil dari absen pertama, dan siswa absen pertama mengangkat tangan beserta mengucapkan "*my*

hobby is playing games". Setelah mendengar ungkapan greetings atau introduction dari siswa, Mr. S selalu memberikan sebuah pujian "*yaah, it's great, or bagus sekali*". Pada hari itu seluruh siswa hadir dan dapat mengikuti pelajaran.

Setelah cek presensi, Mr. S memulai materi pembelajaran tentang hobby dengan menampilkan PPT di LCD. Pertama siswa untuk menyimak video mengenai beberapa hobby, kemudian menjawab pertanyaan di PPT tentang bagaimana cara menanyakan hobby kepada orang lain. 1) ada yang tahu bagaimana menanyakan hobby? Siswa menjawab "what is your hoby". 2) do you have any hobby? siswa menjawab apakah kamu memiliki hobby? 3) what do you in your spare time? Siswa menjawab "apa yang kamu lakukan di waktu luang? Terlihat siswa yang unggul dalam bahasa inggris selalu aktif menjawab pertanyaan.

Mr. S menyajikan gambar beberapa hobby di PPT dan menanyakan kepada siswa mengenai gambar tersebut. Mr. S mempertegas kembali untuk membaca bersama-sama. Anak-anak serentak menjawab "I love cooking very much, I enjoy playing football, I enjoy swimming in the swimmping pool. Setelah itu siswa menebak gambar hobby apa yang ada di PPT. siswa mengatakan dengan lantang saat menebak gambar.

Aktivitas selanjutnya yakni aktivitas group. Aktivitas group berbentuk permainan untuk menebak hobby. Mr. S menjelaskan untuk dibagi kelompok menjadi 6 kelompok, setiap siswa menyiapkan satu kertas, dan setiap kertas ditulis hobby masing-masing. Siswa kemudian berhitung dari satu hingga 6 sampai membentuk 6 kelompok. Setiap kelompok berkumpul menjadi satu berdasarkan persamaan nomor pada saat berhitung. Siswa selanjutnya mnulis hobby masing-masing dalam satu kertas, ada yang satu hobby dan ada yang dua.

Setelah semua menulis hobby dikertas masing-masing. Mr. S memberikan instruksi untuk mengambil HP dan menulis nama di link spinner kemudian mengundi siapa yang maju pertama. Mr. S juga memberikan peraturan dari permainan tersebut, bahwa 1) kumpulkan masing-masing hobby diatas meja, 2) siswa yang mendapat spinner pertama mengmbil acak kertas

tersebut, 3) setelah mengambil kertas, kemudian taruh diatas kepala dan tidak boleh terlihat oleh diri sendiri, 4) kemudian anggota lain memberikan satu kata kunci yang berkaitan dengan hobby tersebut, tidak boleh ada gerakan lain dan hanya satu kata saja. 5) siswa yang memegang kertas hobby menebak hobby tersebut berdasarkan kata kunci dari teman lainnya. Siswa terlihat sangat antusias karena berlomba-lomba dengan kelompok lain.

Setelah semua anak bergilir menebak hobby yang ada dikertas, Mr S memberikan instruksi untuk kembali kemeja masing-masing. Mr S memberikan kesimpulan mengenai hobby apa saja yang sudah dipelajari pada hari tersebut. Mr S memberikan apresiasi berupa ucapan terimakasih bahwa kelas 7F anaknya aktif dan semangat dalam permainan.

Field Note : Observation 5 Jumlah siswa : 32
Tanggal : 4 September 2024 Guru : Surya Adi S. Pd
Waktu : 10.10-12.10 Materi : To Be
Kelas : 7E

Hasil Observasi

Hari Rabu, tanggal 4 September 2024 pukul 10.10 sampai 12.10 WIB, ES melakukan observasi kelas untuk mencari data yang akan digunakan dalam mengerjakan skripsi. ES sudah membuat kesepakatan terlebih dahulu dengan Mr. S bahwa masuk kelas di jam 10.20 WIB. Pada hari tersebut Mr. S akan mengajar di kelas 7E untuk mata pelajaran Bahasa Inggris. Kelas 7E memiliki jumlah siswa 32 dengan siswa putra sejumlah 14 dan siswa putri berjumlah 18. Materi pelajaran pada hari tersebut adalah To Be dan keterampilannya speaking skill.

Mr. S membuka pelajaran dengan mengucapkan salam kepada siswa, Mr. S mengucapkan "*Assalamualaikum wr wb*" yang langsung dijawab siswa "*waalaikumsalam wr wb*". kemudian Mr. S menyapa "*Good Morning students, dan how are you today?*" Siswa menjawab "*good morning mister, dan I'am fine and you?*" dengan intonasi yang keras juga. Setelah itu Mr. S kembali menjawab dengan "*Alhamdulillah, I'am great*".

Selanjutnya, Mr. S mengecek presensi siswa dengan memberikan instruksi "*oke, I will check attendance first, raise your hand and giving some ekspression about your hobby. Misa fahri, my hobby is playing footbal. tolong ucapkan dengan keras dan jelas*". kemudian Mr. S mulai memanggil dari absen pertama, dan siswa absen pertama mengangkat tangan beserta mengucapkan "*my hobby is playing games*". Setelah mendengar ungkapan greetings atau introduction dari siswa, Mr. S selalu memberikan sebuah pujian "*yaah, it's great, or bagus sekali*". Pada hari itu seluruh siswa hadir dan dapat mengikuti pelajaran

Mr. S menyiapkan LCD Proyektor untuk media pembelajaran pada hari tersebut, yang dibantu oleh siswa. Mr. S memberikan instruksi untuk membuka

halaman 28-29 di buku paket besar. Siswa kelas 7E terlihat lebih tertib dengan keadaan tanpa suara yang gaduh. Mr S kemudian memberikan perhatian kepada siswa agar tidak mecoret-coret meja.

Mr. S memulai materi pembelajaran tentang To Be dengan menampilkan PPT di LCD. Pertama siswa untuk menyimak video mengenai beberapa peristiwa, kemudian menjawab pertanyaan di PPT tentang apa saja yang ada digambar? Siswa menjawab listening music, playing football. Kemudian Mr S menjelaskan masing-masing gambar dan menjelaskan penggunaan To Be.

Mr S kemudian menjelaskan tentang kalimat negatif dan kalimat positif. Mr S bertanya kepada siswa mengenai apa kalimat negatif dari bu ida sedang membeli buah, ada satu siswa yang menjawab bu ida sedang mencuri buah. Anak tersebut mengartikan bahwa kalimat negatif adalah kalimat kebalikan dari kata kerja yang sedang dilakukan. Kemudian Mr S mengoreksi dengan kalimat negatif adalah kalimat yang menggunakan kata tidak, misalnya bu ida sedang membeli buah maka kalimat negtifnya bu ida tidak sedang membeli buah. Kemudian aak menjawab paham atas pejelasan materi tersebut.

APPENDIXES 2. TRANSCRIPT OF INTERVIEW

Interviewer : Enika Sari
Date : 09 September 2024
Respondent : The Teacher

Peneliti : Pak saida izin wawancara dan direkam nggih?

Guru : Iya

Peneliti : Mohon izin bapak, nanti di skripsi saida, saida boleh mencantumkan nama asli bapak atau pakai nama samaran saja, inisial seperti itu seperti mr. S?

Guru : Inisial. Ya, mr. S

Peneliti : Bapak berapa lama mengajar di smp n 8 pwt?

Guru : Saida baru 1 tahun, 1 bulan.

Peneliti : Bapak hanya mengajar dikelas 7?

Guru : Ya kalau tahun lalu saida kelas 8 pernah untuk tahun ini kelas 7.

Peneliti : Menurut bapak durasi mengajar cukup?

Guru : Sangat cukup, sebenarnya satu kali pertemuan itu 3 jam belajaran. Jadi itu dari awal materi bisa sekalian ke asesmennya.

Peneliti : Dalam pelajaran bapak menggunakan mix language ya pak? Kenapa mix pak?

Guru : Karena kemampuan anak, melihat kemampuan anak seperti itu, banyak mereka belum menerima bahasa inggris di sd. Jadi saida harus menyesuaikan dengan bahasa keseharian mereka.

Peneliti : Menurut bapak, Apa yang bapak anggap sebagai kunci/indikator utama dari rasa percaya diri siswa di kelas?

Guru : Yang pertama sih, indikator pertama itu yang jelas, anak harus diajak senang dulu. Karena bahasa Inggris, kalau mereka sudah senang, sudah enjoy, sudah happy, insya Allah nanti mereka akan meningkat sendiri, rasa percaya dirinya.

- Peneliti** : Bagaimana cara bapak memancing siswa agar lebih percaya diri untuk berbicara?
- Guru** : Untuk memancingnya di pembelajaran saya, saya lebih sering menggunakan game, permainan yang memaksa atau membuat anak itu untuk mengucap, mengucapkan kata. Sehingga mereka akan lebih bersedia diri ketika speaking.
- Peneliti** : Bagaimana bapak menangani siswa yang merasa kurang percaya diri dan sering mengalami kesulitan dalam tugas-tugas akademik?
- Guru** : Kembali lagi, karena tadi saya mau memakai mainan ya, jadi untuk menangani anak yang tidak percaya diri, saya serahkan lagi ke teman-temannya kalau dia, dia pasti akan lebih percaya diri lagi ketika berbicara berhadapan dengan temannya dan berhadapan dengan gurunya. Mungkin itu triknya untuk agar anak yang biasanya pemalu, agar mau bersuara, maka mereka harus berkelompok dengan teman-temannya.
- Peneliti** : Menurut bapak, dukungan sosial dari teman sebaya dalam membangun rasa percaya diri siswa, itu berpengaruh atau tidak? bagaimana Bapak memfasilitasi interaksi positif di antara siswa?
- Guru** : Sangat terpengaruh. Kadang ada anak yang satu kelompok dengan teman dekatnya, dia sangat antusias. Tapi ketika anak itu berpisah dengan teman dekatnya, cenderung lebih diam, dia kurang aktif.
- Peneliti** : Bapak menggunakan kurikulum merdeka atau ada inovasi lain?
- Guru** : Kurikulum merdeka
- Peneliti** : Menurut bapak, apakah motivasi dan apresiasi itu berperan penting untuk membuat siswa lebih percaya diri untuk berbicara?
- Guru** : sangat penting ya, jadi anak itu kan sudah cape-cape mengerjakan tugas, sudah berani maju kedepan. itu harus diapresiasi. karena ketika sudah diapresiasi mereka pasti akan merasa, dihati mereka akan merasa senang. Sehingga dipertemuan berikutnya, mereka kepingin maju lagi untuk mengerjakan tugas lebih semangat lagi.
- Peneliti** : Apa saja bentuk apresiasi yang bapak berikan?

- Guru : biasanya saya ucapkan langsung ya, terimakasih terus, ketika yang mau maju kedepan, very good, very nice.
- Peneliti** : Contoh motivasi yang bapak berikan?
- Guru : kalau diawal pembelajaran saya serlalu memperingatkan pembelajaran diminggu lalu dengan cara absensi, itu salah satu motivasi agar anak bisa mengingat kembali materi minggu lalu. yang kedua mungkin saya kadang, bercerita tentang pentingnya bahasa inggris dimasa depan
- Peneliti** : Apakah bapak melakukan interaksi/pendekatan terhadap siswa yang kurang percaya diri?
- Guru : Iya, itu iya, pasti saya dekati saya tanyai kenapa, setelah itu, saya melihat teman sebelahnya, teman sebelahnya seperti apa. kalau teman sebelahnya aktif berarti ada kesempatan mereka berdua ini untuk belajar bersama. jadi tutor sebaya itu masih sangat diperlukan dipelajaran bahasa inggris.
- Peneliti** : Bagaimana cara bapak mengoreksi kesalahan siswa?
- Guru : Yang pertama si yang pasti diapresiasi dulu ya, karena anak sudah berani maju, sudah berani menjawab. setelah itu jika ada kesalahan biasanya saya kembalikan lagi ke siswa, saya tanyakan lagi ke siswa. apakah ini sudah benar, apakah ada kesalahan. kalau ada kesalahan siapa yang berani membetulkan.
- Peneliti** : Apa tantangan terbesar yang bapak hadapi dalam mendorong komunikasi aktif di kelas, dan bagaimana bapak mengatasinya?
- Guru : Ya yang jelas pertama, tantangan yg pertama. karena mereka itu basicnya belum ada bahasa inggris ya, dasar-dasar bahasa inggris itu masih sangat kurang. jadi dalam satu kelas itu paling hanya 10% atau bahkan 5% anak yang sudah mahir bahasa inggris. yang lainnya itu masih betul-betul dasarnya bahasa inggris itu belum menguasai. jadi saya ketika mengajar ya memang harus one by one, saya ajak dialog, tanyai satu-satu, harus dari yang termudah ke yang sulit. dari perkata satu kata dua kata. tidak bisa langsung

diberikan teks, tidak bisa. langsung disuruh untuk berbicara ya tidak bisa, harus pelan pelan

Peneliti : Apa yang mendorong bapak untuk memilih strategi small group dan presentation sebagai metode untuk meningkatkan rasa percaya diri siswa?

Guru : Yang jelas karena kondisi siswa ya, kondisi siswa ini yang motivasinya masih minim. karena ya itu tadi mereka di SD itu belum ada pelajaran bahasa Inggris. Sehingga bagaimana cara meningkatkannya, ya dengan kegiatan yang menyenangkan dikelas, contohnya itu tadi ada games, ada group discussion, memberikan permainannya kartu, kadang permainan lewat HP, medianya Hp, itu, mereka akan lebih merasa senang. kalau sudah senang nanti insyaallah mengikuti pelajaran gampang

Peneliti : **Bagaimana pembelajaran dalam kelompok kecil berkontribusi pada pengembangan rasa percaya diri siswa dibandingkan dengan metode pengajaran lain?**

Guru : Yang pertama dikelompok kecil ya, dikelompok kecil kan berarti artinya ada interaksi antara siswa yang satu dengan yang lain. kemudian, alhamdulillah di sekolah saya ini, di SMP 8 anak-anaknya itu patuh terhadap perintah. ketika mereka diminta untuk menyebutkan ekspresi-ekspresi, ya mereka menjalankan instruksinya dengan baik, dengan itu apalagi ditambah dengan game ya, jadi mereka lebih semangat merasa berkompetisi dengan teman lainnya. akhirnya munculah ini mereka berbicara. mereka mau berbicara karena ada kompetisi di dalam small group itu. kemudian di akhir juga saya membuat kesimpulan, anak-anak supaya diskusi membuat kesimpulan, ekspresi apa saja yang tadi muncul didalam kelompokmu. silahkan ditulis dalam bentuk tabel, itu juga bisa, jadi anak-anak belajar bersama ini, karena biasanya anak-anak kalau bersama teman-temannya itu lebih pede daripada bersama guru.

Peneliti : Apa manfaat spesifik yang bapak amati dari penggunaan permainan dalam hal perkembangan percaya diri siswa?

Guru : manfaatnya yang jelas, manfaatnya sangat banyak, satu meningkatkan percaya diri anak. anak yang malu-malu ahirnya mau berbicara. kan mereka menghadapi temannya. Permainan kan memaksa atau membuat anak itu untuk mengucap, mengucap kan kata. Sehingga mereka akan lebih bersedia diri ketika speaking. yang kedua mereka belajar bersama. bersosialisasi itu ya, mungkin itu.

Peneliti : Bagaimana bapak menilai efektivitas permainan dalam meningkatkan rasa percaya diri siswa?

Guru : ya, kalau menurut penilaiinya saida berkeliling ya, saida mengunjungi tiap kelompok, saida langsung observasi di kelompok itu ya, jadi saida menilai, kalau mereka bersuara, mereka aktif ya, antusias, berarti sudah berjalan ya, game ini sudah berjalan, sudah bisa meningkatkan percaya diri anak.

Peneliti : Apa tantangan yang bapak hadapi saat menggunakan permainan sebagai strategi untuk membangun rasa percaya diri, dan bagaimana Anda mengatasi tantangan tersebut?

Guru : yang pertama, tantanganya ya, kondisi kelas yang jelas rame ya, tantangan kedua mengkondisikan kelas supaya tenang dulu, mendengarkan instruksi dengan baik dulu, setelah itu bisa menjalankan peraturan atau aturan step-step yang ada di digame itu, tantangannya yang paling besar itu, mengatur anak-anaknya. agar anak-anaknya untuk mau mengikuti, mau mendengarkan, karena ketika mereka sudah berkumpul dengan teman-temannya otomatis pasti akan rame.

Interviewer : Enika Sari

Date : 09 September 2024

Respondent : Students

- Peneliti** : Apakah kamu menyukai pelajaran bahasa inggris?
- Siswa : Suka.
- Peneliti** : Apakah alasan kamu menyukai pelajaran bahasa inggris?
- Siswa : Soalnya seru, abis itu kayak bisa belajar bahasa orang lain.
- Peneliti** : Apakah kamu merasa tidak percaya diri (merasa malu, tidak berani berbicara, takut salah) dalam pelajaran bahasa inggris?
- Siswa : Kalau takut salah iya, cuma kalau percaya diri enggak sih
- Peneliti** : Kenapa kamu merasa percaya diri?
- Siswa : soalnya, apa namanya, udah dapat basic katanya, jadi nggak terlalu babibu yang nggak jelas.
- Peneliti** : Kesulitan apa yang dialami selama proses pembelajaran?
- Siswa : Nyari kata baru. Itu doang sih
- Peneliti** : Berarti kurang vocabularinya ya?
- Siswa : iya
- Peneliti** : Apa yang menjadikan kamu sulit berbicara bahasa inggris?
- Siswa : Enggak sih. Sebenarnya gampang, yang penting tau vocabularinya aja.
- Peneliti** : Bagaimana sikap guru dalam mengatasi kesulitan yang dialami siswa?
- Siswa : Cuma, kan aku pasti nanya kan, dia njawab sedapatnya, bahkan kadang lebih, jadi kaya oh udah cukup, udah ngga mudeng lagi.
- Peneliti** : Bagaimana perasaanmu ketika mengikuti pembelajaran bahasa inggris?
- Siswa : Seru, senang. Terus kaya gak tegang aja, soalnya isinya game doang.
- Peneliti** : Terkadang pak guru memberikan motivasi kepada muridnya. Apakah kamu merasa termotivasi untuk lebih percaya diri dalam berbicara bahasa inggris?

- Siswa : iya, soalnya motivasinya itu kaya mudah dicakap gitu loh, mudah dipahami,
- Peneliti** : Terkadang pak guru memberikan apresiasi kepada muridnya. Apakah kamu merasa bangga/ senang terhadap apresiasi yang guru berikan?
- Siswa : iya, seneng. Soalnya kan kaya pak guru, semisal kita bisa jawab suatu pertanyaan dia bilang kaya oke bagus, kamu hebat, jadinya seru, jadinya seneng.
- Peneliti** : Menurut kamu, strategi permainan membuat kamu lebih percaya diri atau tidak?
- Siswa : iya, lebih percaya diri. Soalnya si gamesnya tadi, buat kita jadi lebih mudah ngerti apa dan kaya gimana caranya.
- Peneliti** : Menurut kamu, strategi diskusi atau presentasi membuat kamu lebih percaya diria tau tidak?
- Siswa : iya soalnya kan, diskusi atau presentasi itu diliatin sama teman, dan teman juga bisa ngertiin kita kan. Biarin yang lebih masuk aja.
- Peneliti** : Apakah selama pelajaran kamu merasa percaya diri?
- Siswa : sebenarnya iya, kadang ragu juga ragu terhadap apa yang kita ucapin.
- Peneliti** : ada insecure tidak?
- Siswa : tidak

Wawancara tanggal : 06 September 2024

Nama Siswa : Demas Diandra Rajasa

Peneliti : Apakah kamu menyukai pelajaran bahasa inggris?

- Siswa : aku emang senang si, iya itu buat skill, sekarang ya kan penting banget.
- Peneliti** : Apakah alasan kamu menyukai pelajaran bahasa inggris?
- Siswa : dari kecil ya emang didengerin lagu kan juga bahasa inggris, dipelajarin gitu, dilessin ahire seneng.
- Peneliti** : Apakah kamu merasa tidak percaya diri (merasa malu, tidak berani berbicara, takut salah) dalam pelajaran bahasa inggris
- Siswa : mungkin kalau dilingkup sekitar sini ya agak malu lah ntar bukan ada yang ngomong gitu, cuma kalau di rumah ya boleh langsung aja
- Peneliti** : Kenapa kamu merasa percaya diri.
- Siswa : aku memang, ya pertama udah dilessin, terus walaupun masih ada yang bingung bingung dikit, tapi kan ngga itulah, pede aja gitu lah.
- Peneliti** : Kesulitan apa yang dialami selama proses pembelajaran.
- Siswa : kalau itu aku susahny di grammar, bingung continouse tense, e
- Peneliti** : Apa yang menjadikan kamu sulit berbicara bahasa inggris?
- Peneliti** : Bagaimana sikap guru dalam mengatasi kesulitan yang dialami siswa?
- Siswa : kesulitan yang aku alami, ya dia ngasih tips, terus kalau misalnya ada yang salah, itu bukan kaya gitu, entar dijelasin lebih terang lagi.
- Peneliti** : Bagaimana perasaanmu ketika mengikuti pembelajaran bahasa inggris?
- Siswa : seneng banget sih, itu favorit jane. Favorit.
- Peneliti** : Terkadang pak guru memberikan motivasi kepada muridnya. Apakah kamu merasa termotivasi untuk lebih percaya diri dalam berbicara bahasa inggris?
- Siswa : kalau itu sih iya, pasti, pasti.
- Peneliti** : Terkadang pak guru memberikan apresiasi kepada muridnya. Apakah kamu merasa bangga/ senang terhadap apresiasi yang guru berikan?
- Siswa : iya senang, Cuma ya disisi lain, kan ngga boleh terlalu,

- Peneliti** : Menurut kamu, strategi permainan membuat kamu lebih percaya diri atau tidak?
- Siswa : iya, karena kan seneng, kadang kan aku saingan sama depanku, kan aku kan pas itu dinomor dua, salip-salipan terus, satu dua satu dua naik, jadinya iya lebih pede.
- Peneliti** : Menurut kamu, strategi diskusi atau presentasi membuat kamu lebih percaya diri atau tidak?
- Siswa : kalau presentasi iya, soalnya kan jadi lebih ada pengalaman
- Peneliti** : Apakah selama pelajaran kamu merasa percaya diri?
- Siswa : Iya lumayan, karena dulu pernah ditunjuk juga jadi MC pas di MIN.

APPENDIXES 3. PHOTOS ACTIVITIES

Observasi 1



Observasi 2



Observasi 3



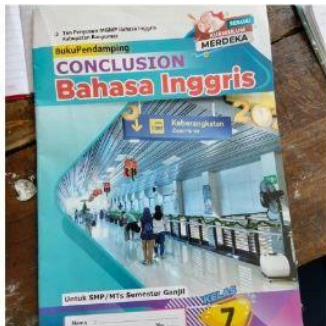
Observasi 4



Observasi 5

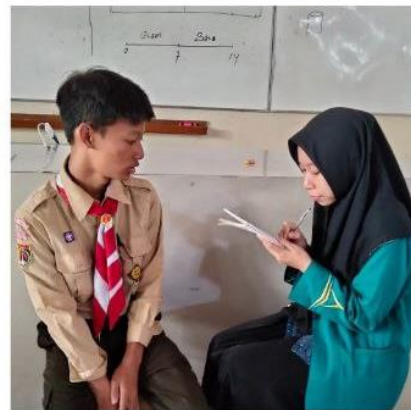


Buku Materi



Student 1	Student 2	Student 3	Student 4
1. The first...	2. The second...	3. The third...	4. The fourth...
5. The fifth...	6. The sixth...	7. The seventh...	8. The eighth...
9. The ninth...	10. The tenth...	11. The eleventh...	12. The twelfth...
13. The thirteenth...	14. The fourteenth...	15. The fifteenth...	16. The sixteenth...
17. The seventeenth...	18. The eighteenth...	19. The nineteenth...	20. The twentieth...

Dokumentasi Wawancara



APPENDIXES 4. MODUL AJAR



MODUL AJAR

**MERDEKA
BELAJAR**

Satuan Pendidikan	: SMP NEGERI 8 PURWOKERTO
Penyusun	: Surya Adi Nugroho, S.Pd.
Mata Pelajaran	: Bahasa Inggris
Kurikulum	: Kurikulum Merdeka (KM)
Fase/Kelas/Semester	: D/ 7/1
Tahun Ajaran	: 2024/2025
Lingkup	: Introduction Text
Materi	: Membaca – Memirsa
Elemen	: Menulis – Mempresentasikan
Alokasi Waktu	: 2 Pertemuan/ 6 JP
Kompetensi Awal	
<ol style="list-style-type: none"> 1. Sebelum pembelajaran peserta didik belum mengetahui ungkapan memperkenalkan diri sendiri dan orang lain. 2. Sebelum pembelajaran peserta didik belum mampu mempraktekkan memperkenalkan diri sendiri dan orang lain. 3. Setelah pembelajaran, peserta didik dapat dan mampu mempraktekkan ungkapan memperkenalkan diri sendiri dan orang lain. 	
Profil Pelajar Pancasila	
<ol style="list-style-type: none"> 1. Beriman, bertaqwa kepada Tuhan Yang Maha Esa dan berakhlak mulia. <ul style="list-style-type: none"> • Berdo'a pada saat memulai dan mengakhiri pelajaran, serta santun dalam berdiskusi kelompok. 2. Gotong Royong <ul style="list-style-type: none"> • Bekerja sama mencari informasi lebih tentang materi yang diberikan dalam grup. 3. Mandiri <ul style="list-style-type: none"> • Melakukan proses brainstorming pada kegiatan awal pembelajaran. 4. Kreatif <ul style="list-style-type: none"> • Menggabungkan beberapa gagasan menjadi ide atau gagasan imajinatif yang bermakna untuk mengekspresikan pikiran dan/atau perasaannya. 5. Berfikir Kritis <ul style="list-style-type: none"> • Mengembangkan dan mengaitkan materi dalam kehidupan sehari-hari. 	

Sarana Prasarana
<ol style="list-style-type: none"> 1. LCD Projector 2. Komputer/laptop 3. Jaringan internet 4. Papan tulis, spidol, dan penghapus 5. Lingkungan belajar di dalam kelas
Target Peserta Didik
Peserta didik regular kelas VII
Model Pembelajaran
<p>Building Knowledge of the Field</p> <p>Modelling of Text</p>
Tujuan Pembelajaran
7.1 Peserta didik mampu menyapa, berpamitan dan memperkenalkan diri sendiri dan orang lain untuk berinteraksi dengan guru, teman sebaya dan orang lain dalam berbagai macam konteks familiar yang formal dan informal.
Pemahaman Bermakna
Peserta didik dapat bersosialisasi dan menemukan informasi diri dan orang lain dengan menggunakan ungkapan perkenalan dalam bahasa Inggris
Pertanyaan Pemantik
<ol style="list-style-type: none"> 1. Apakah kamu berkenalan dengan orang lain? 2. Apakah kamu pernah berkenalan dengan orang asing? 3. Bagaimana kamu memperkenalkan diri? 4. Apa saja yang kamu sampaikan ketika berkenalan?
Persiapan Pembelajaran
<ul style="list-style-type: none"> - Guru melakukan asesmen diagnostik baik kognitif maupun non kognitif untuk membuat pemetaan murid sesuai dengan kebutuhannya (kesiapan belajar, minat dan profil belajar) - Guru memastikan laptop, proyektor, speaker untuk menayangkan materi sudah siap - Guru memastikan audio, gambar dan materi sudah siap semua
Kegiatan Pembelajaran
<p>Pertemuan 1 (3 JP)</p> <p>Pendahuluan</p> <ol style="list-style-type: none"> 1. Guru mengucapkan salam dan bertegur sapa dengan siswa. 2. Guru mengajak siswa untuk berdo'a sebelum memulai pembelajaran. 3. Guru memeriksa kehadiran dan kesiapan siswa. 4. Guru dan murid mengulang sedikit materi yang sudah

disampaikan di pertemuan yang lalu.

5. Guru menginformasikan materi yang akan dipelajari dan memberikan gambaran umum tentang manfaatnya.
6. Mengaitkan materi dengan pengalaman siswa.

Kegiatan Inti

1. Guru memberi contoh teks perkenalan diri.
2. Peserta didik membaca dan mengidentifikasi teks perkenalan diri
3. Guru bertanya jawab dengan siswa terkait informasi apa saja yang disajikan dalam teks tersebut.
4. Peserta didik diberikan kesempatan untuk bertanya terkait materi.
5. Peserta didik diperdengarkan audio tentang teks perkenalan diri
6. Peserta didik mengisi teks rumpang dengan mendengarkan audio.

Penutup

1. Siswa menjawab pertanyaan guru tentang pengalaman dan kesulitan mereka dalam megekstraksi gagasan.
2. Guru memberikan apresiasi kepada seluruh siswa yang telah bekerja dengan baik.
3. Siswa berdoa sebelum menutup kegiatan.

Pertemuan 2 (3JP)

Pendahuluan

1. Guru mengucapkan salam dan bertegur sapa dengan siswa.
2. Guru mengajak siswa untuk berdo'a sebelum memulai pembelajaran.
3. Guru memeriksa kehadiran dan kesiapan siswa.
4. Guru dan murid mengulang sedikit materi yang sudah disampaikan di pertemuan yang lalu.
5. Guru menginformasikan materi yang akan dipelajari dan memberikan gambaran umum tentang manfaatnya.
6. Mengaitkan materi dengan pengalaman siswa.

Kegiatan Inti

1. Guru memberi contoh teks perkenalan diri.
2. Peserta didik membaca dan mengidentifikasi teks perkenalan diri
3. Guru bertanya jawab dengan siswa terkait informasi apa saja yang disajikan dalam teks tersebut.
4. Peserta didik diberikan kesempatan untuk bertanya terkait materi.

5. Guru memberi tugas berupa teks rumpang terkait perkenalan diri.
6. Peserta didik diminta untuk membuat teks perkenalan diri
7. Peserta didik diminta untuk membaca teks perkenalan diri didepan kelas.

Penutup

1. Siswa menjawab pertanyaan guru tentang pengalaman dan kesulitan mereka dalam megekstraksi gagasan.
2. Guru memberikan apresiasi kepada seluruh siswa yang telah bekerja dengan baik.
3. Siswa berdoa sebelum menutup kegiatan.

Asesmen

1. Asesmen Awal :
 - Guru bertanya jawab dengan siswa terkait cara berkenalan dalam Bahasa Inggris.
2. Asesmen Formatif :
 - Menyusun teks perkenalan diri menggunakan media Canva.
3. Asesmen Sumatif :
 - Siswa mengerjakan soal pilihan ganda pada link Quizizz



Pengayaan dan Remedial

sebelumnya mengadakan bimbingan atas materi greetings, parting, thanking and apologizing yang belum dipahami atau mengadakan pembelajaran mengulang.

Refleksi Peserta Didik dan Guru

1. Refleksi Peserta Didik:
 - a. Kegiatan apa yang paling menarik dari pembelajaran bahasa Inggris hari ini?
 - b. Bagian mana yang kamu belum kuasai atau masih perlu kamu tingkatkan?
 - c. Apa yang akan kamu lakukan untuk meningkatkan kompetensimu?
2. Refleksi Guru:
 - Apa yang menurut bapak/ibu sukses dalam pembelajaran hari ini?
 - Apa yang menurut bapak/ibu masih bisa bapak/ibu tingkatkan?
 - Bagaimana bapak/ibu akan memperbaiki kondisi tersebut?

Mengetahui

<p>Kepala Sekolah</p>  <p>Sunmyanto, M.Pd NIP. 19681221 199512 1 003</p>	<p>Purwokerto, Agustus 2024 Guru Mata Pelajaran</p>  <p>Surya Adi Nugroho, S,Pd NIP. 19940812 202321 1 005</p>
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LAMPIRAN:

Lembar Kerja Peserta Didik (LKPD)

Activity 1

Hello, Friends! I would like to introduce myself to you. My name is Arini Setiawati and people call me Rini. I am ten years old and I was born in Surakarta, August 10th, 2010. I live with my parents and grandparents in Mojosongo, Surakarta. I like to write stories when I have free time. That's why I love language subjects such as Bahasa Indonesia and English. If you have the same hobby with me, I think we can be good friends. That's all from me. Thank you for your attention.

My name's Neeta.
 I'm 34 and I'm from India.
 I'm married with two children.
 I'm a teacher and I study English. My interests are cinema, books, and travel.
 I want friends from all over the world.



Hi everybody!

My name's Johnny. I'm from the U.S. I'm 18. I'm a business student and my hobbies are painting and travel. I want friends from any country, of any age. E-mail me in English, please.



Hello. My name's Sophia. I'm from France and I'm 21 years old. I'm a music student and my hobbies are cinema and dancing. I speak French and English, and a little German. I want to write to friends from



1. Match the people in photos to this information.

India France Greece America 26 34 18 21

2. Where are the four messages from?

a. a newspaper
 b. an International website
 c. a student magazine

3. Read closely

Complete the chart below for your two "students of the world".

name	age	country	languages	hobbies
Neeta				
Johnny				
Sophia				
Nice				
You				

Activity 3 (Listening)

Listen to the audio carefully and then fill in the blanks with correct words which you hear! Good morning everyone. To all of my friends, allow me to make anto who I am. My full name is Aydin Hammam. People (2) call me Aydin. I'm the second students in my family. I was born in Jakarta, on July 14, 2011. Currently, I live in Tebet, South Jakarta. My hobby is playing music and I can play some musical ...(3) like guitar, piano, and bass. Besides that, I am also interested in graphic design. I have a (4) of professional graphic design for (5). PowerPoint, and so on. I think that's all from me. Nice to meet you. Thank you.

Bahan Ajar

- Video pembelajaran:
<https://www.youtube.com/watch?v=Fw0rdSHzWFY&pp=ygUVVZ3JlZXRpbmcgY29udmVyc2F0aW9u>
- Bahan Bacaan Guru dan Peserta Didik

Penilaian

Aspek	Kriteria	Skor
Isi (15 -30)	Topik jelas, cerita menarik dan orisinal, ditopang bukti dan fakta-fakta, lengkap, terperinci, tuntas, mengandung nilai/ada refleksi yang dalam, dapat memberi wawasan baru	25-30
	Topik jelas, cerita menarik dan orisinal, ditopang bukti dan fakta-fakta, tetapi tidak lengkap, tidak terperinci, tidak tuntas, dan kurang bernilai	20-24
	Cerita tidak menarik, cerita hanya rekaan, tidak diberi bukti-bukti faktual, tidak terperinci, tidak tuntas, dan tidak bernilai	15-19
Organisasi gagasan (10-20)	Berpola: ada pendahuluan, isi, penutup, gagasan dibatasi dalam unit-unit paragraph, disampaikan dengan pola urutan waktu dan tempat	16-20
	Ada pendahuluan, isi, tetapi tidak ada penutup, ada paragraph berisi dua gagasan utama,, pola urutan waktu dan tempat kadang tidak teratur.	13-15
	Karangan tidak diorganisasi sama sekali, tidak jelas pendahuluan, isi, penutup, tidak menggunakan urutan waktu dan tempat.	10-12
Bahasa (15-30)	Paragraf kohesif dan koheren, kalimat efektif dan komunikatif, struktur kalimat baku, diksi tepat dan variatif, makna tidak ambigu, penerapan konjungsi secara tepat	27-30
	Ada beberapa paragraph tidak kohesif, ada kalimat yang tidak efektif dan ambigu, diksi ada yang salah konteks, pemakaian konjungsi ada yang keliru	21-26
	Banyak paragraph tidak kohesif, banyak kalimat yang tidak efektif dan ambigu, diksi banyak yang salah konteks, pemakaian konjungsi banyak yang keliru	17-20
	Paragraf tidak padu, kalimat tidak efektif, sebagian besar struktur kalimat yang salah, diksi sangat terbatas dan banyak salah konteks, penerapan konjungsi tidak tepat.	15 -16
Mekanik (8-20)	Tidak ada kesalahan ejaan sama sekali, bila tulis tangan rapi dan jelas terbaca, tidak ada salah ketik,	

	pemilihan jenis dan ukuran huruf sesuai, margin sangat pas	17-20
	Ada beberapa kesalahan ejaan, tulisan tangan rapi, ada beberapa salah ketik, penentuan jenis, ukuran huruf, margin pas	13-16
	Cukup banyak kesalahan ejaan dan salah ketik. Tulisan tangan kurang rapi. Jenis, ukuran huruf dan margin tidak konsisten.	10 -12
	Mengabaikan ejaan, tulisan tangan sangat tidak rapi, banyak sekali salah ketik, penentuan jenis, ukuran huruf, dan margin semaunya sendiri	8-9
Jumlah		100

Penilaian Sikap

Lembar Penilaian Sikap Pada Kegiatan Diskusi Kelompok

No	Nama Peserta Didik	Sikap			Nilai
		Keaktifan	Kerjasama	Tanggung Jawab	
1.					
2.					
3.					
Dst.					

Rubrik Penilaian Sikap Pada Kegiatan Diskusi Kelompok

No	Aspek yang dinilai	Rubrik	Skor
1.	Tanggung jawab	Dapat mengumpulkan tugas dengan tepat waktu serta tugas telah selesai dikerjakan	3
		Tidak dapat mengumpulkan tugas dengan tepat waktu namun tugas telah selesai dikerjakan	2
		Tidak dapat mengumpulkan tugas dengan tepat waktu dan tidak selesai dalam mengerjakan tugas	1
2	Keaktifan	Aktif dalam kegiatan tanya jawab dan dapat mengemukakan pendapat	3
		Tidak terlalu aktif dalam kegiatan tanya jawab dan ikut mengemukakan pendapat	2
		Tidak aktif dalam kegiatan tanya jawab dan tidak ikut mengemukakan pendapat	1
3	Kerjasama	Bekerja sama dengan baik dan menghargai pendapat teman	3
		Bekerja sama dengan baik dan kurang menghargai pendapat teman	2

		Tidak bekerja sama dengan baik dan tidak menghargai pendapat teman	1
--	--	--------------------------------------------------------------------	---

Nilai = $\frac{\text{Jumlah skor yang diperoleh}}{\text{Jumlah skor maksimal}} \times 100$

Penilaian Profil Pelajar Pancasila

No	Nama Peserta Didik	Profil				
		Beriman, bertaqwa kepada Tuhan Yang Maha Esa dan berakhlak mulia	Mandiri	Bergotong -Royong	Kreatif	Bernalar Kritis
1.						
2.						
3.						
Dst.						

Kriteria Penilaian :

< 60 = Belum berkembang (BB)

60 – 75 = Mulai Berkembang (MB)

76 – 91 = Berkembang Sesuai Harapan (BSH)

92 – 100 = Sangat Berkembang (SB)

Glosarium

greeting : memberi salam	appreciate: menghargai
thanking : berterima kasih	polite : sopan
apologizing : meminta maaf	politeness: kesopanan
outdoor : luar ruangan	deed : Tindakan
run well : berjalan lancer	intention : maksud, niat
role : peran	responsibility : tanggung jawab
construct: menyusun	discuss : membahas
amazing : mengagumkan	forgot : lupa
marvellous: menakjubkan	shelf : laci
weird : aneh	arrange : menata
outfit : pakaian	take : mengambil
apology : permintaan maaf	noise : suara bising
simple : sederhana	broke – break : memecahkan
meaningful: bermakna	water jug: teko air
	broom : sapu

Daftar Pustaka

Ika Lestari Damayanti, dkk (2022) *Buku Panduan Guru English for Nusantara SMP/MTs Kelas VII*. Pusat Perbukuan, Badan Standar, Kurikulum dan Asesmen Pendidikan, Kementerian Pendidikan, Kebudayaan Riset dan Teknologi. Jakarta.

Ika Lestari Damayanti, dkk (2022) *English for Nusantara SMP/MTs Kelas VII*. Pusat Perbukuan, Badan Standar, Kurikulum dan Asesmen Pendidikan, Kementerian Pendidikan, Kebudayaan Riset dan Teknologi. Jakarta.

Wachidah, Siti and Gunawan, Asep and Diyantari, Diyantari and Khatimah, Yuli Rulani (2017) *Bahasa Inggris: When English Rings A Bell SMP/MTs Kelas VII Buku Guru*. Pusat Kurikulum dan Perbukuan, Badan Penelitian dan Pengembangan, Kementerian Pendidikan dan Kebudayaan, Jakarta. ISBN 9786022829812

Buku Peserta Didik : Wachidah, Siti and Gunawan, Asep and Diyantari, Diyantari and Khatimah, Yuli Rulani (2017) *Bahasa Inggris: When English Rings A Bell SMP/MTs Kelas VII*

Buku Siswa. Pusat Kurikulum dan Perbukuan, Badan Penelitian dan Pengembangan, Kementerian Pendidikan dan Kebudayaan, Jakarta. ISBN 9786022829768

APPENDIXES 5. SURAT IJIN OBSERVASI PENDAHULUAN



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI
PROFESOR KIAI HAJI SAIFUDDIN ZUHRI PURWOKERTO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan Jenderal A. Yani, No. 40A Purwokerto 53126
Telepon (0281) 635624 Faksimili (0281) 636553
www.ftik.uinsaizu.ac.id

Nomor : B.m.5060/Un.19/D.FTIK/PP.05.3/10/2023

27 Oktober 2023

Lamp. : -

Hal : **Permohonan Ijin Observasi Pendahuluan**

Kepada
Yth. Kepala SMP N 8 Purwokerto
di Tempat

Assalamu'alaikum Wr. Wb.

Diberitahukan dengan hormat bahwa dalam rangka proses pengumpulan data penyusunan skripsi mahasiswa kami:

1. Nama : Enika Sari
2. NIM : 2017404121
3. Semester : 1 (Satu)
4. Jurusan / Prodi : Tadris Bahasa Inggris
5. Tahun Akademik : 2023/2024

Memohon dengan hormat kepada Bapak/Ibu untuk kiranya berkenan memberikan ijin observasi pendahuluan kepada mahasiswa kami tersebut. Adapun observasi tersebut akan dilaksanakan dengan ketentuan sebagai berikut:

1. Objek : Guru Bahasa Inggris
2. Tempat / Lokasi : SMP N 8 Purwokerto
3. Tanggal Observasi : 28-10-2023 s.d 11-11-2023

Kemudian atas ijin dan perkenan Bapak/ Ibu, kami sampaikan terima kasih.

Wassalamu'alaikum Wr. Wb.

An. Dekan
Ketua Jurusan Tadris



Maria Ulpah

APPENDIXES 6. SURAT KETERANGAN TELAH MELAKUKAN OBSERVASI PENDAHULUAN



PEMERINTAH KABUPATEN BANYUMAS
DINAS PENDIDIKAN
SMP NEGERI 8 PURWOKERTO
Jalan Kapten Piere Tendean 36, Purwokerto 53114
Telepon (0281) 635359, Pos-el smpn8purwokerto@yahoo.co.id
Laman www.smpn8purwokerto.sch.id



SURAT KETERANGAN

Nomor : 070 / 033 / 2024

Yang bertanda tangan di bawah ini Kepala SMP Negeri 8 Purwokerto menerangkan bahwa :

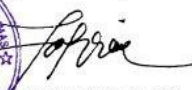
Nama : ENIKA SARI
NIM : 2017404121
Prodi : Tadris Bahasa Inggris
Universitas : Universitas Islam Negeri Prof. KH. Saifuddin Zuhri Purwokerto

Yang bersangkutan benar-benar telah melaksanakan Observasi pada tanggal 28 Oktober s.d
11 November 2023

Demikian surat keterangan ini kami buat untuk dapat dipergunakan sebagaimana mestinya.

Purwokerto, 5 Februari 2024
Kepala SMP Negeri 8 Purwokerto




SUHRIYANTO, M.Pd.
Pembina Tingkat I
NIP. 19681221 199512 1 003

APPENDIXES 7. SURAT IJIN RISET INDIVIDU



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI
PROFESOR KAI HAJI SAIFUDDIN ZUHRI PURWOKERTO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan Jenderal A. Yani, No. 40A Purwokerto 53126
Telepon (0281) 635624 Faksimili (0281) 636553
www.ftik.uinsaizu.ac.id

Nomor : B.m.3083/Un.19/D.FTIK/PP.05.3/06/2024

08 Juni 2024

Lamp. : -

Hal : **Permohonan Ijin Riset Individu**

Kepada
Yth. Kepala SMP N 8 Purwokerto
Kec. Purwokerto Timur
di Tempat

Assalamu'alaikum Wr. Wb.

Diberitahukan dengan hormat bahwa dalam rangka pengumpulan data guna penyusunan skripsi, memohon dengan hormat saudara berkenan memberikan ijin riset kepada mahasiswa kami dengan identitas sebagai berikut :

- | | |
|--------------------|---------------------------------------------------------------------------------------------------------------|
| 1. Nama | : Enika Sari |
| 2. NIM | : 2017404121 |
| 3. Semester | : 8 (Delapan) |
| 4. Jurusan / Prodi | : Tadris Bahasa Inggris |
| 5. Alamat | : SODONG |
| 6. Judul | : Teachers' strategies to enhance students self-confidence in speaking at seventh grade of SMP N 8 Purwokerto |

Adapun riset tersebut akan dilaksanakan dengan ketentuan sebagai berikut :

- | | |
|----------------------|------------------------------|
| 1. Objek | : English Teachers (kelas 7) |
| 2. Tempat / Lokasi | : SMP N 8 Purwokerto |
| 3. Tanggal Riset | : 09-06-2024 s/d 09-08-2024 |
| 4. Metode Penelitian | : Kualitatif |

Demikian atas perhatian dan ijin saudara, kami sampaikan terima kasih.
Wassalamu'alaikum Wr. Wb.

An. Dekan
Ketua Jurusan Tadris



Maria Ulpah

**APPENDIXES 8. SURAT KETERANGAN TELAH MELAKUKAN
RISET INDIVIDU**



PEMERINTAH KABUPATEN BANYUMAS
DINAS PENDIDIKAN
SMP NEGERI 8 PURWOKERTO
Jalan Kapten Piere Tendean 36, Purwokerto 53114
Telepon (0281) 635359, Pos-el smpn8purwokerto@yahoo.co.id
Laman www.smpn8purwokerto.sch.id



SURAT KETERANGAN

Nomor : 070 / 275 / 2024

Yang bertanda tangan di bawah ini Kepala SMP Negeri 8 Purwokerto menerangkan bahwa :

Nama : ENIKA SARI
NIM : 083821988762
Prodi : Tadris Bahasa Inggris
Tahun Akademik : 2024
Universitas : Universitas Islam Negeri Profesor Kiai Haji Saifuddin Zuhri

Yang bersangkutan benar-benar telah melaksanakan Riset Individu di SMP N 8 Purwokerto pada tanggal 9 Juli - 9 September 2024.

Demikian surat keterangan ini kami buat untuk dapat dipergunakan sebagaimana mestinya.

Purwokerto, 24 September 2024
Kepala SMP Negeri 8 Purwokerto



[Signature]
SAHBIYANTO, M.Pd.
Pembina Tingkat I
NIP. 19681221 199512 1 003

APPENDIXES 9. BIODATA DIRI

A. Identitas Diri

1. Nama Lengkap : Enika Sari
2. NIM : 2017404121
3. Tempat/Tgl Lahir : Pemalang, 28 April 2000
4. Alamat Rumah : Desa Sodong Basari, Kecamatan Belik, Kabupaten Pemalang
5. Nama Ayah : Bapak Casmidi
6. Nama Ibu : Ibu Taruni

B. Riwayat Pendidikan

1. Pendidikan Formal
 - a. SD N 02 Sikasur
 - b. SMP N 2 Belik
 - c. SMA N 1 Randudongkal
2. Pendidikan Non-Formal
 - a. Majelis Ta'lim Al-Muttaalimin
 - b. Pondok Pesantren Modern el-Fira Purwokerto

C. Prestasi Akademik

1. Penulis (Jurnalis) di Tsiwah Indonesia

C. Pengalaman Organisasi

1. IPPNU
2. Pramuka

Purwokerto, 22 Oktober 2024



Enika Sari