

## **Teacher's Techniques in Building Self-Confidence in Speaking Classroom**

**Lutfi Muthiatu Diniah**

English Department, Faculty of Languages and Arts, Universitas Negeri Surabaya

Email: [lutfidiniah@mhs.unesa.ac.id](mailto:lutfidiniah@mhs.unesa.ac.id)

### **Abstrak**

Belajar bahasa Inggris menyebabkan beberapa masalah dan kesulitan terhadap siswa terutama dalam hal berbicara. Ada beberapa faktor yang mempengaruhi penampilan berbicara siswa seperti kegugupan, kecemasan dan kurangnya kepercayaan diri. Sehingga, penting bagi para guru untuk menciptakan suasana yang menyenangkan untuk memotivasi siswa untuk berbicara. Para guru memiliki tanggung jawab besar untuk memotivasi siswa dalam berbicara bahasa Inggris dengan menggunakan teknik yang menarik. Selain itu, teknik guru sangat penting bagi siswa untuk mencapai tujuan pembelajaran. Tujuan dari penelitian ini adalah untuk menggambarkan teknik mengajar yang digunakan oleh guru dalam membangun kepercayaan diri siswa dalam berbicara di ruang kelas. Dalam penelitian ini, peneliti menggunakan penelitian kualitatif deskriptif. Subjek dalam penelitian ini adalah guru di *Omah Mandari Course* yang menerapkan teknik yang menarik dalam mengajar berbicara di ruang kelas. Instrumen yang digunakan dalam penelitian ini adalah lembar catatan penelitian, perekam audio, perekam video, dan panduan wawancara dalam rangka untuk menjawab pertanyaan penelitian. Prosedur analisis data yang digunakan oleh peneliti adalah menuliskan semua data, mengatur data, pengkodean data, dan menyajikan data. Hasil kajian ini menunjukkan bahwa guru menggunakan lima teknik dalam membangun kepercayaan diri siswa; pembelajaran luar ruangan, studi kontekstual, diskusi, presentasi, dan mini debat. Penggunaan dari teknik tersebut dapat meningkatkan kepercayaan diri siswa dalam berbicara bahasa Inggris. Selain itu, juga memotivasi siswa untuk belajar bahasa Inggris karena guru memberi mereka penguatan positif dan menggunakan teknik yang menarik selama proses belajar. Sebagai kesimpulan, teknik yang digunakan oleh guru *Omah Inggris* dapat diterapkan oleh guru bahasa Inggris untuk mengajar siswa SMP hingga SMA. Selain itu, guru perlu mengetahui karakter dan kemampuan siswa agar dapat menggunakan teknik yang tepat di dalam kelas. Ini dapat membantu siswa untuk meningkatkan kepercayaan diri dan kemampuan berbicara.

**Kata Kunci:** kemampuan berbicara, teknik guru, kepercayaan diri

### **Abstract**

Learning English may create some problems and difficulties toward some students especially in speaking skill. There are several factors that influence student speaking performance such as nervousness, anxiety and lack of self-confidence. As a result, it is important for the teachers to create a fun and enjoyable atmosphere so that the students have a better motivation to speak up. The teachers have a big responsibility to motivate the students in speaking English by using interesting techniques. Furthermore, teacher's techniques are essential for the students to accomplish the learning objectives. The aim of this study is to describe the techniques used by the teacher in building self-confidence in speaking classroom. The researcher uses a descriptive qualitative research in this study. The subject of this study is a teacher in *Omah Inggris Course* who implement some techniques in speaking classroom. The instruments used in this study are field notes, audio recorder, video recorder, and interview guideline in order to answer the research questions. The procedure of the data analysis used by the researcher are transcribing all the data, organizing the data, coding the data, and representing the data. The result of this study shows that the teacher uses five techniques in building students' self-confidence; outdoor learning, contextual study, discussions, presentations, and mini debate. The used of these techniques could improve students' self-confidence in speaking English. Besides, it also motivates the students to learn English since the teacher gives them positive reinforcement and uses interesting techniques during the learning process. In conclusion, the techniques used by *Omah Inggris* teacher can be applied by the English teacher to junior high to senior high students in speaking skill. In addition, the teachers need to know students' character and ability in order to use an appropriate techniques in the classroom. It can help the students to improve their self-confidence and speaking skill.

**Keywords:** *speaking skill, teacher's techniques, self-confidence*

## INTRODUCTION

Learning speaking is very challenging toward the students in EFL (English as Foreign Language). A Foreign Language context is where the speakers can communicate with society well with English. The main purpose of English as the Foreign Language is to enhance the ability of the learner to speak up and well communicate with their environment. English as a foreign language also gives the students a new problem in their language acquisition. Someone would be able to speak a language if they could engage a competence conversation (Brown, 2000). Furthermore, he claims that the successful achievement of a learner shown by the interaction between them with the speakers of the language. It means that the learners or we called it as speakers can communicate with society to reach certain purposes or to show their expression, opinions, the point of views, arguments, and others.

Learning English in Indonesia, which uses English as Foreign Language may create some problems and difficulties toward some students. Speaking as one of the English's skills portrays a real challenge to most students so that it needs to be developed, improved, and practiced independently by the students. Students need to focus on fluency and accuracy when they are performing their speaking (Thornbury, 2007). As a result, students need to practice their speaking in their own ways.

The problem that appears when the teacher teaches speaking in the class is students are afraid of making mistakes, could not use or speak in English well, could not use the appropriate vocabularies, or even they could not use grammar correctly. Some of the students are having problems with their confidence. It makes speaking English become harder for them. Besides, self-confidence is an essential aspect in the speaking skill, because that can give enthusiasm, brave and stimulation to the learners. Because that if the learners have high self-confidence, they will be achieve the best performance in speaking skill fluently.

Self-confidence is one of the factors which play the important role in determining the learners' willingness to communicate of the speaking skill (Utama et al, 2013). The biggest problem in speaking is students often confuse how to talk or use English in communication. They get difficulties, especially in speaking performance. Pupils of EFL learners are afraid of making mistakes while they want to start the conversation or express their ideas in English. This problem could be solved if it is supported by some factors such as a proficient teacher and teaching techniques.

Teacher's techniques are representing some interesting activities that the teacher applies during the

learning process. It holds a big role to improve students speaking ability in English. A suitable technique may improve the students speaking ability to be more fluent. Recently, there are many students in junior high school or even in senior high school level who cannot speak English fluently. They are ashamed to start to speak using English because they do not have the self-confidence to start the conversation. Brown explains that there are several factors that influence student speaking performance such as nervousness, anxiety and lack of self-confidence. It is important for the teachers to create a fun and enjoyable atmosphere so that the students have a better motivation to speak up (Brown, 2000).

Teachers can apply different techniques in their class in order to achieve teaching-learning objectives (Reiser & Dick, 1990). Teachers have a big responsibility to motivate the students to speak up by using suitable techniques. Cole also explains that the obligation of the teachers is to provide effective teaching techniques to achieve the goals in education fields (Cole, 2008). The main purpose of the technique used by the teacher is to make the students able to communicate using the language that they have already learned. Thus, teachers have a big role and responsibility to encourage the students to speak English in their daily communication. Furthermore, based on (G. Brown, 1981), teacher's techniques are essential for the students to accomplish the learning objectives. It influences the process in the teaching and learning activities and speaking skill is considered as the successful language learning.

There are several previous studies related to teacher's techniques in speaking class. Titis (2013) conducted research that the title is "The Techniques Used for the Teaching of Speaking at RAM English Course (REC)". This study used descriptive qualitative research to figure out the technique used by the teacher in that course. This research focuses on the technique used for young learners especially for students of elementary school. To get the data needed, the researcher used observation sheets and interviews. The result of this research showed that the teacher in RAM English Course was used information gap, picture narrating, repetition drill, and guessing games. The students showed a positive response toward the technique used by the teacher. The students have more chances to speak up during the class and they feel enjoy because the class was not boring. Furthermore, the students become more motivated in learning English because the teacher gave them positive reinforcement.

Learning in a course is becoming a trend for the students to learn English. The advantages of learning English in a course is the students could get what they need in an effective way because the teacher would provide them some of techniques and materials in order

to achieve the learning objective. *Omah Inggris* is one of English courses that focus on students' speaking performance. Here, there is only one teacher who teach the students. The teacher believed that the students have different ability in learning English so that he gives different treatment and techniques for each student depending on their speaking ability. In addition, the teacher believes that self-confidence is necessary for students in order to make them able to speak up and perform their ideas. Thus, the activities in this course mostly focus on students' self-confidence.

Referring to the previous studies before it shows that teacher techniques hold a big role on the students' performances in speaking skill, but only a few of them focus on the students in speaking classrooms who have a different level of speaking ability. Most of the previous studies use the setting in a certain school and the students who have good ability in speaking or even the students are chosen randomly. In doing so, the researcher conducts a study related to the teaching techniques used by the teacher in building self-confidence in speaking classroom. This study is aimed at figuring out teacher's techniques of *Omah Inggris* in building students' self-confidence and identifying students' responses or points of view toward the techniques used by the teachers.

## RESEARCH METHODOLOGY

The objectives of this part are to describe the method that is utilized by the researcher to conduct the study and the subject being studied. The research methodology consists of research design, subjects of the study, data and source of data, research instruments, data collection techniques, and data analysis techniques.

This research is using qualitative study with descriptive design. This research used case study to get the data needed. The aim of this study is to find out how the implementation of teaching techniques in building self-confidence in speaking classroom and to find out the students' response toward the teaching techniques used by the teacher in building self-confidence in speaking classroom. A descriptive qualitative study is a research that intended to collect qualitative data such as words and pictures. Moreover, qualitative research is research that refers to qualitative data that does not utilize statistical procedure (Mackey & Gass, 2005). The aim of this study is to describe the naturalistic data that occurs in the classroom. The result of this research will be presented in the form of words.

Qualitative descriptive is preferable for this study because it observes the phenomenon occurred directly during the observation. Also (Sandelowski, 2000), believes that a qualitative descriptive study is the method of choice when a continuous description of phenomena is chosen. Through qualitative descriptive design, the researcher is approved to contemplate the implementation

of teaching techniques in building self-confidence in speaking classroom.

The subject of the study are the English teacher and students of *Omah Inggris Course*. The teacher has some techniques when he taught English, especially in speaking. The teacher used different techniques depend on the students' ability. The teacher believed that each student should get different treatment. He believed that the basic of communication is self-confidence. The teacher believed that the first thing to build up on students is their self-confidence because if the students have already got their confidence, they will have an intention to speak up. Thus, the activities in this course mostly focus on students' mental building.

In qualitative research, the researcher is the major instrument for data collection and analysis. It explains that the researcher herself as the one who collect, observe, analyze and interpret the data. In order to help the researcher to find out the answer to the first research question, the researcher uses video recording to collect the data such as words, phrases, sentences, gesture, and expression. While for the second research question, the researcher uses interview guideline as the instruments. In short, these are the instruments in this study: video recording, field note, and interview guidelines. The data of this research comes from the result of observation and the result of the interview. The data that going to answer the first research question is observation which come from the teaching techniques used by the teacher to give a treatment to the students. While to answer the second research question the researcher conducts interview with the students.

The researcher analyzed the data by using qualitative analytic strategy to investigate the teacher's techniques and students' responses and attitude during teaching and learning process. The purpose of this analysis is to make sense out of text and image data and to peel back the layers of respondents' response and opinion. Based on Ary, Jacobs, Sorensen, Walker, & Razavieh (2010) there are stages in analyzing qualitative research; organizing and familiarizing, coding and reducing, and interpreting and representing. There were two data which can be collected in this research. Those data were from the result of observation in form of videos and field notes and the result of interview in from of recorder files.

## RESULTS AND DISCUSSIONS

In this section, the researcher describes the findings after conducting the observation to the techniques used by the teacher in *Omah Inggris* and describes the result of students' responses toward the techniques used by the teacher.



The researcher has conducted the observations in six meetings from February 26, 2019 to March 2, 2019 and has interviewed the students in the last meeting of the observations. This observation conducted in six meetings because there was no new data in the next following meetings. The researcher conducted this research in *Omah Inggris Course* and became an observer. The researcher paid attention and took note of the whole activities from the beginning until the end. The researcher described the results based on the field note, observation, and students' interview.

The result of the observation shows that there are five techniques used by the observed teacher for the teaching of speaking in building self-confidence in the speaking classroom. They are outdoor learning, contextual study, presentation, discussion, mini-debate, and advance speaking. The teacher used a different technique based on the level of students' ability in speaking English.

### Outdoor Learning

Outdoor learning is one of the techniques used by the observed teacher when teaching speaking for average to high level of the students. The outdoor learning activity took places outside the classroom or even outside the course such as a cafe, department store, restaurant, field, tourism places, etc. The teacher always informed the target places two days before the schedule so that the students knew where they should go. The students who join this session were six people coming from junior high students. In this observation, the teacher took a place in *Ponorogo City Center*, one of the towns squares in Ponorogo.

In this activity, the teacher began the lesson by greeting and the students started the meeting by praying. After that, the teacher explained what the students going to do in that place. The teacher explained what the goals of the activity are and what is the goals of the materials. The teacher gave the students an example of the material. After that, the teacher explained the mechanism of the activity. The students have to ask permission from the clerk if they want to practice speaking English with them in that spot. Then, the teacher had a question and answer section with the students. After the students already understood with the activity, the teacher divided the students into three pairs. Each pair consists of students who have a different level of ability so that they could help and support each other during the activity. Then, the teacher asked the students to go to different spots. The teacher asked the students to go to one of the cafes and reviewed the performances of each pair. The teacher started to give comments and suggestions toward the students' performances. The teacher always appreciated the students' performance and never judge them, but

rather gave them positive reinforcement to build the students' self-confidence. The teacher gave comments and suggestions on each student so that the students knew what their strengths and weakness.

### Contextual Study

Contextual study is one of the techniques used by the observed teacher at a low level of students. The teacher believed that the students in the beginning level should learn from the context. Contextual study is a concept to motivate the learners to take part in their own learning and relate between knowledge and various context in their life. Contextual study could help the students to learn the use of English in daily context become easier and more enjoyable. There are 8 students who join this session. They are coming from junior high students.

In this activity, the teacher started the lesson by greeting and praying. The teacher always smiles and showed a happy face so that the students felt enjoy learning English. Then the teacher started to explain the activity. The teacher explained about speaking personality or descriptive text about ourselves. After that, the teacher gave the students an example related to the activity. After that, the teacher gave the students different instructions. Each student got different instructions based on their level. Student A, B, C, D were asked to mention their name, address, favorite food and beverage, hobbies, favorite singer and song, and favorite lesson. For student E, F, G, H got an instruction to act like another figure. They had to pretend to be an artist or someone, for example, a teacher or doctor. The teacher asked the students to perform in front of the class. All the students got a chance to perform. Student A performed the outlines then the teacher stimulated her to speak up by gave several questions related to the student's statement. The teacher gave the students several questions to explore the ideas of the students and to check the understanding in speaking English. The teacher congratulated the students' performances and evaluated them. The teacher reviewed the students' errors in general. The teacher reviewed the first activity which introducing ourselves. The teacher gave the students an example of how to explore the ideas so that the students could make a better explanation related to them. Then the teacher gave an evaluation related to the second activity. The teacher gave the students a very simple expression to ask when they have communication with other people. At the end of the class, the teacher asked the students to ask related to their activity. Then, the teacher gave the students positive reinforcement then he ended the class.

### Presentation

Presentation is one of the techniques used by the observed teacher in high level of students. This technique was used to improve students' critical thinking related to the topic that given by the teacher. In this observation, the class consists of five students which coming from senior high students.

In this activity, the teacher began the lesson by greeting and the students started the meeting by praying. After that the teacher started to talk to the students. The teacher explained that difference level of ability should get different treatment, so in this case the teacher would like to give them different topic as the treatment. The teacher always giving the students positive reinforcement before the class began. Then, the teacher gave some topics to the students. The teacher divided the topic based on the students' level, so each student got different topic. Student A got a topic "*Prostitution among teenagers*". Student B got "*The role of youth in general election*". Student C got "*Youth and their life style*". Student D got "*Social media among teenagers*" while student E got "*The influences of "selfie" towards the psychological improvement*". This topic was given based on the students' ability in speaking class. The teacher explained to the students that they are not allowed to write but browsing is accepted. The teacher gave them ten minutes to prepare the presentation. The teacher was positioning himself as the source so that the students could ask anything to the teacher. The teacher asked the students one by one to present their ideas using 5W+1H in front of the class. The first student performed the presentation well without brought any notes. After the first student finished elaborating the idea, the teacher directly gave them questions related to the topic in order to make the students' got deeper understanding about the topic.

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

### Discussion

Discussion is one of the techniques used by the observed teacher to improve students' critical thinking by

discuss a certain topic with their groups. This technique made the students learned how to express their ideas while discussing that topic. It made the students became more confidence to speak up in a group. This activity was followed by eight students from senior high.

In this activity, the teacher started the class by greeting and built up the students' motivation in learning English. Then the teacher asked the students to pray. After that, the teacher explained to the students what their activity in that meeting was. Then the teacher divided the class into two groups. Each group consisted of four students. The teacher then asked the students to do rock scissor paper to decide which group would be positive team and negative team. Then, the teacher gave the students a topic "*This House Would Legalize Abortion*". The students got ten minutes to discuss the topic with their groups. The teacher encouraged the students to be confidence to speak up in the group discussion in order to deliver their ideas. The positive team delivered the ideas one by one from student A, B, C, and D. While delivering the result of the discussion, the negative team gave them an interruption. This activity was done until all of the students could not deliver their ideas anymore. After that, the teacher evaluated the students' performances. But before explained the weakness of their performances, the teacher gave a positive reinforcement to the students. Then the teacher explained what the strength from this discussion activity was. Then, the teacher gave a comment and suggestion on each student in order to make their future performances much better.

### Mini-Debate

Mini debate is one of the techniques that the observed teacher used in high level of students. This technique was used to check the understanding of students in certain topic and encourage the students to have a communication in English. In this observation, the class consists of six students which coming from junior high students

In this activity, the teacher began the lesson by greeting and the students started the meeting by praying. After that the teacher explained to the students about the activity which was simple debate. The teacher gave the students explanation about how the debate going on but here the teacher did not use the mechanism of the real Asian Preliminary or British Preliminary. The teacher explained that the debate that they were going to do is one on one speaker. The teacher explained the procedure of this mini debate. The teacher would divide the students into 3 pairs. Each pair consisted of negative speaker and positive speaker. Each speaker was given 30 seconds to deliver their arguments so that after the positive side spoken for 30 seconds, the negative side would deliver

their ideas in 30 seconds also. It is continued until each student got five turns to speak up. The teacher asked the first group to perform in front of the classroom. The teacher claps his hand to start the battle and claps his hand in each 30 second so that the students would notice to take turns. The aims of 30 second speech in this mini debate is to train the students to think fast. After each student got five turns to deliver their ideas, the teacher claps his hand as a sign that their group is already finish. This activity is repeated until the third group performing their arguments. The teacher evaluated the students performing. The teacher explained that the most important thing when the students would like to deliver their ideas is, they have to remember AREL (Assertion, Reasoning, Evidence, and Link back). Then, the teacher gave the students an example related to the use of AREL in deliver the arguments.

### **The Students' Responses toward the Teacher and the Teaching Techniques.**

The result of students' response toward the teaching techniques used by the teacher is divided into four categories. They are students' speaking difficulty, teacher's attitude during the learning process, students' opportunity to perform, and techniques used by the teacher.

Students' speaking difficulty is figuring out the students' problems when they learn to speak up in English. It can be in the form of lack of vocabularies, anxiety, unable to comprehend the materials, and other factors. It is showed by the result of the interview with ten students that show different problems. In degree of speaking difficulty, most of students felt that speaking English is difficult. Based on the interview with Angelina, James, and Anya they mentioned some factors that make speaking English are difficult such as lack of vocabularies, less of self-confidence, and lack of matters mastery.

Teacher's attitude represents the teacher's activity and performances during the learning process. Teacher's attitude can be in the form of verbal and non-verbal. Verbal attitude could be in the form of teacher's speech including intonation, articulation, and speech's volume. Besides, the non-verbal could be in the form of gestures, eye-contact, expression, and approach. In line with the interview result with the students, they mentioned that the teacher's attitude during the learning process is very positive. They mentioned that the teacher is really fair, he is not discriminate the students based on their level, each student gets the same treatment. The teacher also has good spirit to teach English. He always smiles to the students and never angry to them. He always gives the students motivation to speak up using English.

Students' opportunity to perform refers to their chance to perform or practice speaking in the class. Because speaking is about practicing the language use such as in conversation, discussion, presentation, etc. As a result, if the students join in a course which focusing on speaking treatment, they have to get many opportunities to practice it. Conforming to the students' answer in interview section, all of them claimed that they had many chances to perform during the learning process. They explained that they could practice English twice in a section and able to deliver their ideas due to there are six to eight students in each class. In addition, they mentioned that the teacher never limits the students' ideas and creativities.

Techniques used by the teacher figures out to the style or activities that the teacher's applied in learning process. Based on the result of the observation, the teacher used five techniques; outdoor learning, contextual study, presentation, discussion, and mini debate. The data that already collected by interviewing the participants are showed the students have different opinions about their favorite techniques used by the teacher. According to the result of the interview with Fernando, Arnold, and Joe their favorite technique used by the teacher are outdoor learning, discussion, presentation, and mini debate.

### **Discussions**

This study is aimed to find out the implementation of teacher's techniques in building self-confidence in speaking classroom. There are two aspects that are discussed in this study. First, it is discuss about what kinds of teaching techniques does the teacher use in building students' self-confidence. Second, it is about students' perceptions on the teaching techniques used by the teacher in building self-confidence in speaking classroom.

The teacher uses outdoor learning techniques to build students' self-confidence especially for students who still in the beginner level. The teacher asked the students to speak up in front of the society. In this outdoor learning, the teacher is not only changing the setting from indoor to outdoor, but also using the environment and society to practice speaking English. Environment and society could help the students to practice their speaking and improve their self-confidence. In line with Herrington & Oliver, (2000), which stated that outdoor learning could encourage the students to have an interaction with the society in case to solve the problems or share their ideas.

The second technique used by the observed teacher is contextual study. The teacher used contextual study for students in beginner level in order to build students' understanding in language usage based on the context. In contextual study, the students have to solve the problems



and gain the information based on their prior knowledge. Learners have to process new information using their own knowledge, experience, and references. As the definition that proposed by Karweit, (1992), that contextual study is a learning that have a purpose to carry out the activities and solve the problems by seeing the real world. That previous study in line with this study because the researcher found that the students have to gain the information from the context of introducing themselves.

The third technique used by the observed teacher is presentation. Presentation is an activity where the teacher will give certain topics to the students and they have to understand and elaborate it, then they have to present it in front of the audiences. The teacher used this technique for high-level students who have already understanding and mastering the use of English. It is supported by Jeremy Harmer, (2007), that stated presentation is one of the four successful activities can be applied for higher-level of students. The teacher believed that the use of presentation technique to high-level of students will help them to improve their speaking ability and self-confidence.

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

Another technique used by the observed teacher is discussion. Discussion refers to an activity that the students have to express their ideas, deliver point of views, share the information, and find the solution of some problems in the form of groups. As stated by Bryson & Hand, (2007), that discussion is an important activity to help the students to be more active in the learning process. In discussion, the teacher's position is only as the main source in the class. Students have to be able to work independently with their groups. It is in line with the study by Bryson & Hand, (2007) that mentioned the role of teacher in discussion is as the facilitator to decide the topic and link the learners' comment.

Furthermore, Richards, (2015) explained that there are three stages that the teacher has to apply in discussion activity; (1) Pre-discussion (divide the class into some group consist of 4 students, give them a certain topic to discuss), (2) Discussion (the groups discuss the topic),

and (3) Post-discussion (peer feedback and teacher feedback, and evaluation). In this activity, the teacher has already applied these stages in the classroom by dividing the class into two groups consist of four students. In main activity, the teacher asked the students to discuss a topic given by the teacher then deliver the result of the discussion. In post-discussion, the teacher has already given feedback and evaluation. On the other hand, the teacher does not apply peer feedback in this activity due to all of the students has already perform one by one by delivering their ideas and giving rebuttals to the opponents.

The fifth technique used by the observed teacher to build students' self-confidence is mini debate. It is called mini debate because the procedure and the setting are not really like the Asian and British Parliamentary. According to the explanation stated by Fajri, et al (2014) in Handbook for Competitive Debating: Asian Parliamentary Format, debate is a team competition which consist of two teams in which each team consists of three speakers having different roles to achieve the goals. Each team consists of first speaker or we may call "*prime minister*" for first speaker of government team and "*leader of opposition*" for first speaker of opposition, the second speaker is called as *deputies*, and third speaker is called as *whips*. In Asian Debate Parliamentary, the time for each speaker to deliver their arguments is seven minutes and twenty seconds. Due to the number of students in the class, the teacher modifies the procedure of this debate into one on one speaker and the time for each speaker to deliver their arguments is 30 seconds and repeated until both of the speakers could not deliver their ideas anymore.

The teacher divided the students into some pairs. Each pair consist of positive and negative speaker. Each student has to work and think by themselves. This activity will improve students' critical thinking about some motions or topics because they have to think by their own, deliver their arguments and argued it with the opponents. As stated by Dale & Wolf (2000) that debate is an activity that focus on speaking in which the speakers have to present and argue their point of view. In debate, learners have to present argument based on their position not based on their wants. In line with Carter & Carthy (1997) stated that debate is delivering the data in which people take the position (positive and negative), then expose the arguments and argue the opinions.

According to the result of interview, the students showed positive responses toward the teaching techniques used by the teacher. All of students showed positive responses toward all the techniques used by the teacher in building self-confidence in speaking classroom. Each technique could help them to improve

their self-confidence in speaking English, but the most favorite technique is outdoor learning which provide them another setting to practice English as well. Based on the interview, the most interesting techniques for the students are outdoor learning. They bravely explained that by learning outside the class they can interact and communicate with the society and improve their ideas by seeing the environment or real object. It is in line with Education Advisers' Panel (2004) that mention outdoor class is necessary to teach young learners in order to solve the problems, communicate with the society, and have a teamwork.

## CONCLUSION AND SUGGESTION

### Conclusion

According to the result and discussion presented in chapter four, the researcher summarized that the teacher used some techniques that help the students in building self-confidence in speaking classroom. The teacher uses different technique in each level of students' proficiency. It is supported by the students' performances during the activities. Farther, the students also showed positive responses during interview section. The students felt enjoy and happy during the learning process. It could happen because the teacher created enjoyable environment for the students to practice English. The students were having fun when the teacher applied the techniques in learning process. The teacher used five techniques to build up self-confidence in speaking classroom. They are outdoor learning, contextual study, presentation, discussion, and mini debate

### Suggestion

Based on the data described above, the researcher offers some suggestions for the teachers, the students, and also the future researchers. The researcher expects that the suggestions could give some advantages for those who concerned in this area in this future.

When teaching English to the students especially in speaking skill, teachers have to consider the students' level. It will make the teachers know the best techniques could be applied during the learning process. Teachers need to be flexible on the use of teaching techniques. They could use an interesting and attractive technique in a classroom in order to engage the students to learn. Teacher's attitude during the class is also important in building students' self-confidence. They have to be friendly and could engage the students to be more active during the learning process. The teachers may use outdoor learning, contextual study, presentations, discussions, and mini debate as the references of techniques that could be applied in their class.

There are some suggestions for students when they want to improve their self-confidence in speaking. First, they have to belief with their ability in speaking English. Second, students have to get enough time to practice English in school or English course. Furthermore,

students have to apply the use of English in their real life to communicate each other.

For future researchers who want to have a study related to teacher's technique in building self-confidence in speaking classroom, the teacher could conduct the research in more specific. The future researchers may conduct a research which focus on another aspect. The researchers also can include teacher's point of view related to the techniques. The researcher can also conduct quantitative research to see whether the implementation of the techniques have a significant different in before and after treatment.

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