

## **Teachers' Strategies to Improve Students Self-Confidence in Speaking**

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### **Abstract**

This research aimed at find teachers' strategies to improve students' self-confidence in speaking. This study used qualitative descriptive method. Instrument of collecting data was interview, observation and questionnaire. The participant were sixth teachers and ten students of BestOne Education English Courses. Based on the findings, there was several strategies to improve students' self-confidence. Those strategies are group discussion, increasing vocabulary, taking an approach by providing motivation and using technology as a learning media. These strategies were very helpful to encourage students' self confidence in speaking, because each strategies giving a chance for students to practice speaking. Besides that, the advantages that students got from those, help students increase their vocabulary and build an interaction between passive and active students, and make the class more fun and not boring.

**Keywords:** teachers' strategies, self-confidence, speaking

### **Abstrak**

Tujuan dari penelitian ini adalah untuk menemukan strategi guru dalam meningkatkan kepercayaan diri siswa dalam berbicara. Penelitian ini menggunakan metode deskriptif kualitatif. Instrumen pengumpulan data yang digunakan adalah wawancara, observasi dan kuesioner. Partisipan penelitian ini adalah enam orang guru dan sepuluh orang siswa di *BestOne Education English Courses*. Berdasarkan hasil temuan, ada beberapa strategi untuk meningkatkan kepercayaan diri siswa. Strategi tersebut adalah diskusi kelompok, menambah kosakata, melakukan pendekatan dengan memberikan motivasi dan menggunakan teknologi sebagai media pembelajaran. Strategi-strategi tersebut sangat membantu untuk mendorong kepercayaan diri siswa dalam berbicara, karena setiap strategi memberikan kesempatan bagi siswa untuk berlatih berbicara. Selain itu, keuntungan yang didapatkan siswa dari strategi tersebut adalah membantu siswa menambah kosakata dan membangun interaksi antara siswa yang pasif dengan siswa yang aktif, serta membuat kelas menjadi lebih menyenangkan dan tidak membosankan.

**Kata kunci:** strategy guru, kepercayaan diri, berbicara

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## **INTRODUCTION**

As an international language, English is one of the foreign languages used in schools. There are several elements of English skills: Listening, speaking, reading, and writing. Consistent with this, (Leong and Ahmadi, 2017) stated that speaking is one of the most essential skills to be developed and enhanced for effective communication. The author states that this ability is also needed in several aspects. One of them is in the aspect of education that allows students to actively participate in class discussions, presentations, and other academic activities. However, they must have greater self-confidence to engage with others and develop into competent speakers.

Moreover, speaking confidently is frequently seen as a challenging aspect of learning a language. Related to this, Putri (2020) stated that speaking skills are chosen as the most difficult skill to learn by students. Then Puspitasari, Nargis, and Zakky (2020) found that several issues contribute

to their low speaking performance, including the students' unwillingness to speak English in front of the class, a lack of strong confidence, and anxiety while speaking English. In this situation, teachers must develop strategies to help students improve their speaking abilities to communicate with assurance, particularly during speaking engagements.

As highlighted above, speaking is a crucial ability that needs to be developed for efficient communication, so language education classrooms must incorporate speaking instruction. However, teaching speaking is a challenge for numerous English teachers, especially since it comes to students who need more confidence. Jeyasala (2014) asserts that teachers should encourage students' communicative competence all the time, and besides their limitations in using language fluently and accurately, they should provide them with spaces to interact with others or to immerse them in speaking activities that enhance their ability to use the target language. It indicates that educators must ascertain the strategies they can use to address the problem. Hence, teachers can also use role-playing games, group discussions, and student collaboration since speech is also necessary for communication in classroom activities.

## **METHOD**

The study was conducted in 2024 at BestOne Education English Course at Pancor Sanggeng. In terms of implementation, this study began on March and continued on May. To investigate in further depth how instructors increase students' self-confidence in speaking, this study applied qualitative descriptive methods. The data in this study was obtained through participant interviews, questionnaires, and observation. The participants in this study were sixth teachers and ten students at BestOne Education Course, consisting of sixteen participants.

## **FINDINGS AND DISCUSSION**

This chapter covers the research findings and discussion. It is intended to answer the study's problem. In the findings, the researcher described the process of collecting the data and the data findings. Then, in the discussion, the researcher deduced the findings. This finding focuses on the results of the observation, questionnaire, and interview. The discussion is divided into three parts: first, regarding the teacher's strategies in increasing students' confidence in English language skills; second, regarding students' perceptions related to the strategies applied by the teacher; and finally, regarding the results of filling out the questionnaire.

### **Interview findings**

Interviews were conducted by the researchers on July 22-23, 2024, at BestOne English Course. This interview involved sixth teachers and ten students, so the number of interview participants was six teachers and ten students using Indonesian and English. The purpose of the interview was to find the teacher's strategy to overcome the problem of students who lack confidence when speaking.

The results of the interviews with teachers revealed that the main reasons for students' lack of confidence in their ability to speak English are a restricted vocabulary and the fear of being criticized for making mistakes in grammar and pronunciation. In order to solve this challenge, teachers implement a number of strategies, one of which is the incorporation of ice-breaking activities, which are designed to establish a learning environment that is both comfortable and enjoyable. Students are given the opportunity to engage in a more participatory and engaging learning experience through the utilization of technology in the classroom. Teachers also provide motivation with a personal approach, focusing on vocabulary improvement and forming group discussions to boost students' spirit and confidence. However, the most effective strategy is using group discussion.

Furthermore, the findings of interviews with students are not significantly dissimilar to the findings of interviews with teachers. There were several factors that caused them to feel insecure, namely fear due to lack of vocabulary and mispronunciation. Then, it was found that the strategy applied by the teacher was to make group discussions, increase vocabulary, motivate and use technology, and use ice-breaking to increase students' enthusiasm for learning.

In conclusion, it can be concluded that students experience a lack of confidence due to a lack of vocabulary and fear of being laughed at. The most effective strategy to overcome this problem is to use group discussions and personal approaches to motivate students. To find out if the strategy is effective, the teacher asks students to present in front of the class. Through these presentations, it was possible to see if there was any change in students' confidence. Overall, students felt more confident after applying the strategies taught by the teacher.

### **Observation Findings**

The following observation was conducted at BestOne English Course, on 22-23 July 2024. The aim was to know the strategies implemented by teachers to improve students' self-confidence in speaking.

A result of the observations that were conducted by the researchers at two different schools was that a significant number of students lacked the confidence to communicate in English in a number of different circumstances. These factors include a lack of language besides the fear of being laughed at when engaging in conversation. However, in order to address this issue, the educators at both schools have adopted several measures. During English classes, they always require students to have a dictionary with them so that they can look up words that they do not understand. In addition, the instructors emphasize the significance of English in their lessons.

For the purpose of enhancing the confidence of students in their ability to communicate in English, it is imperative that teachers at BestOne Education play a significant role. When it comes to communicate with people from other countries, English is the primary language used. Teachers are able to assist students in overcoming the challenges they are facing and, as a result, improve their confidence in their ability to communicate in English by employing the appropriate strategies.

### ***Questionnaire Findings***

This questionnaire was given to ten students and six teachers and had a total of 15 questions. The research instrument was designed with five value scales: 1 (strongly disagree), 2 (disagree), 3 (neutral), 4 (agree), and 5 (strongly agree).

Based on the questionnaire results by students proved that, in spite of variations in individual experiences, most students felt motivated and supported in their efforts to learn how to speak in front of the class; most also benefited from the teacher's use of technology and strategies, and after putting those strategies into practice, they felt more comfortable participating in group discussions and speaking in front of the class; however, a small percentage of students felt less appreciated, had not fully experienced the benefits of those strategies, or continued to struggle with issues related to their fear of making bad grammar or pronunciation.

Furthermore, teachers face significant challenges in boosting students' confidence in speaking English. Despite various strategies and adequate support, many students lack interest and enthusiasm, often not completing tasks or feeling motivated. Major obstacles include limited vocabulary, fear of grammatical and pronunciation errors, lack of motivation, and insufficient use of technology-based learning media.

Based on the survey results from students and teachers, several challenges exist in boosting students' confidence in speaking English. Though many students exhibit a high level of curiosity, there are also individuals who lack motivation. The teachers have experimented with a variety of tactics, including providing support, providing feedback, and providing opportunities for students to speak in front of the class. On the other hand, there are still those students who lack confidence because they have a restricted vocabulary and are afraid of making grammar and pronunciation mistakes.

### ***Discussion***

Referring to the research findings, this study explained deeply about two research questions referring to the teacher's strategy in increasing students' confidence in speaking.

1. The strategies implemented by teachers to solve the problem of students' lack of self-confidence in speaking skills.

There are several strategies that teachers apply in an attempt to overcome students who lack confidence in speaking. First, teachers use group discussions as a strategy to increase students' self-confidence. By implementing group discussions, students can speak or express their ideas in the discussion forum. That way, they become accustomed to speaking in front of many people.

Second, I will approach students who are not brave enough to speak. By approaching, the teacher can find out in detail the problems faced by students.

Furthermore, it motivates students who lack confidence. This can be done by giving them input and telling students about English's importance, giving them appreciation when they dare to speak, and using technology as a learning tool. Students will feel even more excited when the teacher provides a game packaged as interesting as possible.

Moreover, the findings of this study are almost identical to those of earlier research, specifically research conducted by Haliza (2020) and titled "An Analysis of Teacher Strategies in Teaching English Speaking at SMAN 1 Batukliang in the Academic Years 2020 and 2021." It can be accomplished to improve students' enthusiasm for learning by establishing group discussions and conveying appreciation. Following that, related to the Relevant Study found in the previous chapter, it shows that the impact of speaking strategies used by the teacher are make students more active in learning, creating learners be more positive thinking and increasing the learner's motivation.

In conclusion, the strategies that teachers use to overcome the problem of students who lack confidence in speaking skills are creating discussion groups and approaches and motivating learning and technology as a tool to motivate students.

## 2. The difficulties which teachers have while trying to enhance students' self-confidence.

The difficulties that teachers face when trying to increase students' self-confidence are from within the students themselves. They have been given motivation but find it difficult to be motivated and still feel shy. The shyness that students face sometimes cannot be overcome because of their lack of ability to overcome these problems. Even though they have been given motivation, they will still say, "I can't and I'm embarrassed." So, it can be concluded that even though the teacher applies various strategies when the student remains with his stance, the teacher will continue to feel difficulties.

In line with this, the results of this study are similar to the results found by siti munawaroh (2017), entitled "The Strategies Used by the Teacher in Developing Students' Confidence in Speaking Skill in Grade 8 of Warga Junior High School Surakarta 2016-2017 Academic Year". Many students are shy because they are afraid of mispronunciation. Not only that, they feel unmotivated because English is not their mother tongue.

However, from the strategies implemented by the teacher, they have a change from being unmotivated to being excited and from feeling shy and afraid of being laughed at to being more confident.

## **CONCLUSION**

This research was done at BestOne Education, with 16 participants chosen to gain the data findings. The methodology used in this research is the qualitative descriptive method. This study aims to find out the strategies to increase students' confidence in speaking and the challenges teachers face in overcoming students who lack of confidence in speaking activities.

Based on to the obstacles that were found by the participants in interacting with English, they utilized the most effective strategies identified, which were group discussions and personalized approaches to motivate students. The effectiveness of these strategies was measured by asking students to make presentations in front of the class. The results showed that most students experienced an increase in self-confidence after applying the strategies provided by the teacher.

Thus, it can be concluded that a holistic approach that focuses on vocabulary improvement and emotional support through personal motivation effectively increases students' confidence in speaking English.

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