

**THE TEACHERS' STRATEGIES IN INCREASING STUDENTS'
CONFIDENCE TO SPEAK ENGLISH AT MA ISLAMIC
CENTRE AL-HIDAYAH KAMPAR**

Thesis

Submitted to Fulfill One of the Requirements
For the Undergraduate Degree in English Education
(S.Pd.)



By

SRI WINARNI

NIM. 10614005264

**DEPARTMENT OF ENGLISH EDUCATION
FACULTY OF EDUCATION AND TEACHER TRAINING
STATE ISLAMIC UNIVERSITY OF SULTAN SYARIF KASIM RIAU
PEKANBARU
1431 H/2010 M**

**THE TEACHERS' STRATEGIES IN INCREASING STUDENTS'
CONFIDENCE TO SPEAK ENGLISH AT MA ISLAMIC
CENTRE AL-HIDAYAH KAMPAR**



By

**SRI WINARNI
NIM. 10614005264**

**FACULTY OF EDUCATION AND TEACHER TRAINING
STATE ISLAMIC UNIVERSITY OF SULTAN SYARIF KASIM RIAU
PEKANBARU
1431 H/2010 M**

ABSTRACT

Sri Winarni (2010): *The Teachers' Strategies in increasing students' confidence to speak English at MA Islamic Centre Al-Hidayah Kampar.*

The Purpose of this research is to find out how are the teachers' strategies in increasing students' confidence to speak English.

The Subject of this Research is The English Teachers who are teaching at MA Islamic Centre Al-Hidayah Kampar, and the Object of this research is the strategies done by English teachers in increasing students' confidence to speak English at MA Islamic Centre Al-Hidayah Kampar.

Next, this research question is formulated as follows:

“How are the teachers' strategies in increasing students' confidence to speak English at MA Islamic Centre AL- Hidayah Kampar?”

In this research, there are two techniques that is used to collect the data is that observation, and interview. To collect the data of this research, the researcher uses the formula as follows:

$$P = \frac{F}{N} \times 100\%$$

After analyzing the data, the researcher concludes that the teachers' strategies in increasing students' confidence to speak English can be categorized into “Fair”, in which the total value percentage is 68.75%.

ABSTRAK

Sri Winarni (2010): *Strategi-Strategi Guru dalam Meningkatkan Kepercayaan diri Siswa untuk Berbicara Bahasa Inggris di Madrasah Aliyah Islamic Centre Al-Hidayah Kampar.*

Tujuan dari penelitian ini adalah untuk mengetahui bagaimana strategi-strategi guru bahasa inggris MA Islamic Centre Al-Hidayah Kampar dalam meningkatkan kepercayaan diri siswa untuk berbicara bahasa inggris.

Kemudian, subjek dari penelitian ini adalah guru bahasa inggris yang mengajar di MA Islamic Centre Al-Hidayah Kampar, dan objek dalam penelitian ini adalah strategi-strategi guru bahasa inggris didalam meningkatkan kepercayaan diri siswa untuk berbicara bahasa inggris di MA Islamic Centre Al-Hidayah Kampar.

Kemudian, pertanyaan penelitian ini dirumuskan sebagai berikut:

“Bagaimana Strategi-strategi guru dalam meningkatkan kepercayaan diri siswa untuk berbicara bahasa inggris di MA Islamic Centre Al-Hidayah Kampar?”

Dalam penelitian ini, ada dua tehnik yang digunakan untuk mengumpulkan data yaitu observasi, dan wawancara, dengan menggunakan rumus:

$$P = \frac{F}{N} \times 100\%$$

Setelah menganalisa data tersebut peneliti menyimpulkan bahwa strategi-strategi guru dalam meningkatkan kepercayaan diri siswa untuk berbicara bahasa inggris dapat dikategorikan “cukup”, dengan total nilai: 68.75%.

المخلص

ثري ونرني (٢٠١٠): **ستراتيجية المدرسين** في ترقية الإعتقاد على النفس للتكلم باللغة الإنجليزية في المدرسة العالية اسلامج جنتر هداية بكمفار

اهداف هذا البحث لتبحيح **ستراتيجية المدرسين** بدرس اللغة الإنجليزية في المدرسة العالية اسلامج جنتر هداية بكمفار في ترقية الإعتقاد على النفس للتلاميذ للتكلم باللغة الإنجليزية.

مبحوث هذا البحث مدرس بدرس اللغة الإنجليزية الذي يعلم في المدرسة العالية اسلامج جنتر هداية بكمفار. وموضوع هذا البحث **ستراتيجية المدرسين** بدرس اللغة الإنجليزية في ترقية الإعتقاد على النفس في المدرسة العالية اسلامج جنتر هداية بكمفار اما تكوين هذا البحث كمايلي :

"كيف **الستراتيجية المدرسين** في ترقية الإعتقاد على النفس للتكلم باللغة الإنجليزية في المدرسة العالية اسلامج جنتر هداية بكمفار؟"

والإستبيان المستعمل في هذا البحث هو بالمراقبة و بالسؤال. لبحث الإستبيان الباحث يستعمل او يستخدم بالرموز: $P = F/N \times 100$

بناء من تحليل البيانات في هذا البحث، تخلص الكاتبة ان **ستراتيجية المدرسين**

في ترقية الإعتقاد على النفس للتكلم باللغة الإنجليزية "كفاية" بالحلوان: ٦٨.٧٥%

LIST OF CONTENTS

SUPERVISOR APPROVAL

EXAMINER APPROVAL

DEDICATION

ABSTRACT

ACKNOWLEDGEMENT.....i

LIST OF CONTENTS.....iv

LIST OF TABLES.....vi

CHAPTER I. INTRODUCTION

- A. The Background of The Problem.....1
- B. The Definition of the Problem.....6
- C. The Problems.....7
 - a. The Identification of the Problem.....7
 - b. The Limitation of the Problem.....8
 - c. The Formulation of the Problem.....8
- D. The Objectives and the Significance of the Research.....8
 - a. The Object of the Research.....8
 - b. The Significance of the Research.....8

CHAPTER II. THE THEORETICAL FRAME WORK

- A. Theoretical Framework.....9
- B. The Relevant Research.....29
- C. The Operational Concept.....30

CHAPTER III. RESEARCH METHODOLOGY

- A. The Method of the Research.....32
- B. The Time and the Location of the Research.....32
- C. The Subject and Object of the Research.....32
- D. The Population and the Sample32
- E. The Technique of the Data Collection.....33
 - a. Observation.....33

b. Interview.....	33
F. The Technique of Data Analysis.....	34

CHAPTER IV. THE DATA PRESENTATION AND THE DATA ANALYSIS

A. The Data Presentation.....	35
B. The Data Analysis.....	48

CHAPTER V. CONCLUSION AND SUGGESTION

A. The Conclusion.....	55
B. The Suggestion.....	57

BIBLIOGRAPHY

CURICULUM VITAE

APPENDIXES

CHAPTER I

INTRODUCTION

A. Background of the Problem

Speaking is one of the language skills for students should have because by speaking the students can express their ideas and opinions. According to Underwood, (1989: 11) speaking is creative process. So, it can be said that speaking is the use of the language to express what someone says which includes the words with the correct arrangement of sound, voice, and forms to send a message to listener and make them understand what is spoken. Therefore, the students must be able to communicate the language especially in speaking English.

Based on the quotation above, it is clearly that speaking ability is one of the cases that should be mastered by students. Many factors influence students to gain the instructional objectives of English, such as the ability, motivation, confidence, attitude, interest, learning facilities, basic knowledge, relevant method and effective implementation of communicative approach in teaching and learning process.

Teaching speaking is usually considered to be the most difficult part for English teachers, and as English teacher, we should always find ways to help students master the speaking skill. Undeniably, assisting our next generation to speak English competently is an important task as we all know that it is very vital to maintain the international status of Indonesia in the future. Most of the students in Indonesia are found to be passive and unenthusiastic in English speaking. The students of our school have no exception. Due to the weak foundation of English language, inadequate training primary schools, and personalities, they are shy and unwilling to speak English class even though teachers force them. It is very common to see that only few students are brave and competent to answer the teachers' question

confidently. The attempt to create a negotiating and students-centered learning atmosphere in English by teachers is usually unsuccessful. The achievement of effective communicate teaching becomes to the teacher-centered learning in English lesson. The purpose of this research is to find ways to increase students' confidence in speaking English and motivate them to acquire better communication.

A teacher will success in teaching not only determine by the application of teaching and learning process such as choosing appropriate materials, mastering of teaching material, choosing appropriate methods, and teacher's strategies to use it effectively and efficiently, but also determined by teacher's ability to cover the attitude of students that possibly disturb the teaching and learning process and the situation in which they learn.

According Brown (2000:7) teaching is guiding and facilitating learning, enabling the learner to learn, setting to conditions for learning; your understanding of how the learner learns will determine your philosophy of education, your teaching style, your approach, methods and classroom techniques.

Beside that, the teacher is demanded to understand his/her students. It is important because the students have different background and different ability. If the teacher can not understand them, he/she will get some problems in teaching and learning process. As a result, the object of teaching cannot be achieved.

MA Islamic Centre Al-Hidayah Kampar is one of the private schools that is located in Kampar regency. English is taught as a compulsory subject and English is tested in national exam. Speaking ability is one of the language skills that is taught and should be mastered by students in this school. It is taught four hours a week with a time allocated 45 minutes each. Nowadays, this school has used KTSP as the current curriculum as alike as the government decision. Based on the curriculum, the students

who learn English are expected to be able to communicate in writing or oral from by using correct language fluently and accurately.

Based on the explanation and preliminary study of writer toward the problem above, although the students MA Islamic Centre Al-Hidayah Kampar are taught English 4 hours in a week for 4 semesters, even it is added 6 semesters in junior high school and 12 semesters in elementary school. It means, at least at the second year students of MA Islamic Centre Hidayah Kampar have learned English 11 years (22 semesters). Yet the second year students' ability in speaking is still problematic..

In teaching and learning process, especially in speaking, teachers, activities are dominated in the classroom; teacher always encourages students to improve their confidence in learning English, especially in speaking. According to Nasemelar, 1995 as quoted by Yenni (2000:3), in Seprizal (2006: 10) the teacher has several roles in the classroom, they are:

1. Giving the information and improving knowledge
2. Providing guidance and helping students to practice language skills
3. Motivating students by setting a variety of suitable and interesting task that provide opportunities to use the language learn
4. Organizing purposeful activities and ensuring that the students are carry out these activities in non-threatening environment
5. Encouraging students by giving praise (that's a good answer, very interesting).
It gives students satisfactions that their contributions are recognized and is an important motivational force. By consistently receiving feedback (about their progress as well as their performance in classroom activities) students who experience success and receive praise will be more motivated to participate in learning activities especially in speaking.

6. Assessing and evaluating students, English language proficiency.

Based on the explanation above, a teacher should have a competence in teaching the students, because this competence is an important thing for a teacher to get good results in the teaching – learning process, especially in increasing students' confidence in speaking. The teacher has duties to make his/her students get good achievement. According to Roestiyah (1987:4) the teacher's competence is the ability of a teacher to responsibly perform his/her duties appropriately.

One of the teacher's competencies is how to increase the students' confidence and give motivation. The English teacher has a responsibility to enhance the students' confidence and give motivation in learning English, especially in speaking. He/she should know the strategy how to make the students master English well. Even speaking is taught four hours a week with a time allocated 45 minutes each. But unfortunately, some of the students do not have self-confidence in learning and feel reluctant to speak English and some of the students are still passive and one of these reasons is lack of the teachers' strategies in increasing students' confidence to speak English. This statement is based on the researcher's preliminary observation about the teachers' strategies in increasing students' confidence to speak English have not yet showed satisfactory consequences, these phenomena can be seen in the following symptoms:

1. Some of the students are still ashamed and unwilling to try to speak English
2. Some of the students do not know the correct pronunciation of English, so they don't want to participate in sharing ideas
3. The English teachers create various strategies in teaching speaking
4. The English teachers give the students opportunity to practice English
5. The English teachers seem to give good motivation to their students in speaking.

Based on the background and the symptoms above, the researcher is interested in conducting a research about: **THE TEACHERS' STRATEGIES IN INCREASING STUDENTS' CONFIDENCE TO SPEAK ENGLISH AT MADRASAH ALIYAH ISLAMIC CENTRE AL-HIDAYAH KAMPAR.**

B. Definition of the Key Terms

1. Strategies

Strategy is a plan designer for particular purpose (Hornby, 1995: 1179), in this research, the strategy means the teachers' ways increasing students' confidence to speak English.

2. Increasing

Increasing comes from word "increase" that has meaning become or make greater in number quality (Hornby, 1995:603). The students use the ways or methods effectively to increase their confidence in speaking.

3. Confidence

Confidence is a feeling or belief that one can firmly trust or rely on somebody ability or something that is said, reported, etc(Hornby, 1995:240). According to Elaine Sihera (2007) Self- confidence is essentially an attitude which allows us to have a positive and realistic perception of ourselves and our abilities. It is characterized by personal attributes such as assertiveness, optimism, enthusiasm, affection, pride, independence, trust, the ability to handle criticism and emotional maturity.

4. Speaking

Speaking come from word "speak" it means to talk somebody else about something to have a conversation with somebody (Hornby, 1995:1140). According to Clark and

Clark, speaking is fundamentally an instrumental act. It means speaking not easy, it needs learning deeply about speaking itself and speaking needs practice. The students have to practice most of time because they cannot master English if they do not want practice.

C. The Problem of the Research

1. The Identification of the Problems

Based on the background of observation above, there are many problems that are connected with the title of the research especially for confidence of student in speaking. The problems are identified as follow:

1. Why are the student still ashamed and unwilling to try to speak English?
2. What factors make the students do not know the correct pronunciation of English so they don't want participate in sharing ideas?
3. How are the teachers' strategies in teaching speaking?
4. How do the teachers give the students opportunity to practice English?
5. How do the teachers give motivation to their students in speaking?

2. The Limitation of the Problem

Based in this research, the researcher will not study all the problems; the researcher identifies the teachers' strategies in increasing students' confidence to speak English at MA Islamic Centre Al-Hidayah Kampar.

3. The Formulation of the Problem

Based on the limitation of the problem, the researcher has formulated the problem, is that "How are the teachers' strategies in increasing students' confidence to speak English at MA Islamic Centre Al-Hidayah Kampar?"

D. Objective and Significance of the Research

1. The Objective of the Research

- a. To find out How are the teachers' strategies in increasing students' confidence to speak English.

2. The Significance of the Research

- a. As input for the students of MA Islamic Centre Al-Hidayah Kampar regarding with their confidence of learning English especially in speaking.
- b. To identify what the teachers' strategies in developing the students' confidence to speak English
- c. To increase the experience and knowledge of the researcher in the problem that is being discussed.

CHAPTER II

THEORETICAL FRAMEWORK

A. Theoretical Framework

1. The Teachers' Strategies

Strategy is a means. It is about the attainment of ends, not their specification. The specification of ends is a matter of stating those future conditions and circumstances toward which effort is to be devoted until those ends are obtained. (Http. Strategiesstyle.com)

According to Brown (2004:192) strategy is specific methods of approaching a problem or task, model of operation for achieving a particular end, or planned designs for controlling and manipulating certain information. While Oxford (2000:427) definite that strategy is plan intended to achieve a particular purpose.

From the statements above, it can be said that that strategy which refer to capability of teacher in using their ability to increase students' confidence to speak English. According to Rebecca L. Oxford, (1990: 38) there are six strategies in teaching learning English as follows:

1. Memory Strategies

Memory strategies are called mnemonics, it has been used for thousands of years. For example, orators in ancient times could remember a long speech by linking different parts of the speech with different rooms of a house or temple, and the then "taking a walk" from room to room. People used memory strategies to remember practical information about farming, weather or when they were born. Memory strategies fall into four sets: creating mental linkages, applying images and sounds, reviewing well and employing action.

2.Cognitive

Cognitive strategies are essential in learning a new language. Such strategies are a varied allot, ranging for repeating to analyzing expression to summarizing. With all their variety, cognitive strategies are unified by a common function: manipulation or transformation of the target language by the learners. There are four sets of cognitive strategies : practicing, receiving and sending messages, analyzing and reasoning and creating structure for input and out put.

3. Compensation Strategies

Compensation strategies enable learners to use a new language for either comprehension or production despite limitation knowledge. It is intended to make up for an inadequate repertoire of grammar and especially for vocabulary. There two sets of compensation strategies: Guessing intelligently (for listening and reading) and overcoming limitation in speaking and writing.

4. Meta cognitive Strategies

Meta cognitive strategies are actions which go beyond purely cognitive device and waive provide a way for learners to coordinate their on language process. Meta cognitive strategies include three strategies sets: centering your learning, arranging and planning your learning and evaluating your learning.

5. Social Strategies

Social strategies are very important in this process. It is communication occurs between and among people, that consist of three specific strategies are include : asking question, cooperating with others and empathizing with others.

6. Affective Strategies

The term affective refers to emulsion, attitude, motivation and values. It is impossible to over state the importance of the affective factors influencing language learning

So, the effective teachers teach the students in speaking with the suitable strategies which they can use it to help themselves expand their knowledge of the language and their confidence in using it

According to Hasibuan and Ansyari (2007:104-105) there are three strategies that can be used by teacher to help students expand their knowledge of the language and their confidence in using it, they are:

1. Using Minimal Responses

Language learners who lack confidence in their ability to participate successfully in oral interaction often listen in silence while others do the talking. One way to encourage such learners to begin to participate is to help them build up a stock of minimal responds that they can use in different types of exchanges. Minimal responses are predictable, often idiomatic phrase that conversation participants use to indicate understanding, agreement, doubt, and other responses to what another speaker is saying.

2. Recognizing Script

The teacher can help the students develop speaking ability by making them aware of the scripts for different situations so that can predict what they will hear and what they will need say in response. Through interactive activities, the teacher can give students practice in managing and varying the language that different scripts contain.

3. Using Language to Talk About Language

Language learners are often too embarrassed or shy to say anything when they do not understand another speaker or when realize that a conversation partner has not

understood them. The teacher can help the students overcome this reticence by assuring them that misunderstanding and the need for clarification can occur in any type of interaction, whatever the participants' language skill levels. The teacher also gives students strategies and phrases to use for clarification and comprehension check. As they develop control of various clarification strategies, students will gain confidence in their ability to manage the various communication situations that they may encounter outside classroom.

To reach the success of teaching and learning process particularly foreign language, it depends on the quality of a teacher who has a high competence, so he/she can carry out his/her task well, because the activities to manage and organize are not the easy work, so the sufficient skills are needed. As a result, the activity of teaching by a teacher and learning activity by students can run well as it is expected.

In teaching speaking, of course a teacher has many strategies to make the students' confidence and activation in speaking. A teacher has an important role in teaching and learning process in the school. As it is described by Sudjana (1991:1) as follows:

“The teacher has central role which influence the result of teaching. Therefore, he/she must be able to translate and explain the values of curriculum and transform those values to the students in teaching and learning process in the school.”

According to Brown, (1994:160) there are some roles of the teacher in teaching English, they are:

1. the teacher as controller

The teacher is demanded to be able to control what the students do, when they should speak, and what language forms they should use.

2. The teacher as director

In the classroom interactive, the teacher is like a conductor of an orchestra or a director of drama, it means that the teacher keep the learning process run smoothing and efficiently

3. The teacher as manager

The teacher plans lessons and modules and course so that the objectives can be achieved

4. The teacher as facilitator

The teacher facilitates the process of learning, making learning easier for students, helping them to clear away roadblock, finding short cuts and negotiating rough terrain.

5. The teacher as resource

The teacher advices and council the students, when they have something to ask.

From the statement above, it is clear that a teacher has an important position in teaching and learning process. Therefore, in doing his/her task, a teacher is demanded to have a high competence or skill in teaching, so a target that is expected can be achieved.

Furthermore, Hayriye Kaye (2009) stated that there are some suggestions for English language teachers while teaching oral language:

1. Provide maximum opportunity to students to speak the target language by providing a rich environment that contains collaborative work, authentic materials and tasks, and shared knowledge.

2. Try to involve each student in every speaking activity; for this aim, practice different ways of student participation.
3. Reduce teacher speaking time in class while increasing student speaking time. Step back and observe students.
4. Indicate positive signs when commenting on a student's response.
5. Ask eliciting questions such as "What do you mean? How did you reach that conclusion?" in order to prompt students to speak more.
6. Provide written feedback like "Your presentation was really great. It was a good job. I really appreciated your efforts in preparing the materials and efficient use of your voice..."
7. Do not correct students' pronunciation mistakes very often while they are speaking. Correction should not distract student from his or her speech.
8. Involve speaking activities not only in class but also out of class; contact parents and other people who can help.
9. Circulate around classroom to ensure that students are on the right track and see whether they need your help while they work in groups or pairs.
10. Provide the vocabulary beforehand that students need in speaking activities.
11. Diagnose problems faced by students who have difficulty in expressing themselves in the target language and provide more opportunities to practice the spoken language

2. The Teacher's Strategies in Motivating Students to speak at classroom

Speaking is not easy. Therefore, many students are reluctant and less confidence to speak English. Whatever the reason is, it makes no sense to try to bully such students into talking. It will probably only make them more reluctant and less

confidence to speak. According to Harmer (1998:131), there are some activities to make students want to talk:

- a. Use pair work: Pair work (and group work) will help to provoke quiet students into talking
- b. Allow them to speak in a controlled way at first : asking quiet students for instant fluency may be doomed to failure, initially
- c. Use 'acting' and reading aloud : getting students to act out dialogues is one of encouraging quiet students
- d. Use role-play: many teacher have found that quiet students speak more freely when they are playing a role-when they are not having to be themselves, in other words
- e. Use the tape recorder: if teachers have time, they can tell students to record what they would like to say, outside the lesson.

The students, however, feel inhibited about this especially where speaking is concerned. The activities above are ways of getting them to change. Because the characteristic a good students can be seen as follows:

1. A willingness to listen
2. A willingness to experiment
3. A willingness to ask question
4. A willingness to think about how to learn
5. A willingness to accept correction (Harmer,1998:10)

According to Harmer 2006: 275-276 in Anissa Syamsul (2008:18), there are three sets of teacher's role in motivating students to speak English:

1. Prompter

Students sometimes get lost, cannot think of what to say, or in some other way lose fluency. Here, teacher can help and prompt the students and activity to progress by offering discrete suggestion.

2. Participant

Teachers should be good animators when asking students to product language. Here, teachers may want to participate in discussion or role-play, in order to prompt covertly.

3. Feedback provider

The vexed question of when and how to give feedback in speaking activities is answered by considering carefully the effect of possible different approaches.

3. The Teacher's Strategies in Motivating Students to Speak Outside the Classroom

Even, not only at classroom, but the teachers also have prominent roles in motivating their students' confidence to speak English outside the classroom. According to Campos 2008 (in Syamsul, 2008) there are several reasons to take English outside the classroom:

- a. It satisfies the student's curiosity and will discover new horizons in the social and human spheres
- b. It turns the subject matter into vivid realities, thus engendering motivation
- c. It develops their likes and searching habits
- d. It enables the students with multiple choices to discover no values and relations by widening their understanding of the vivid experiences
- e. It trains and educates the students in the individual and collective behavior in different environment

- f. It enables the teacher to identify her/him self with the students, paving the way for establishment of closer ties of comprehension, sympathy and friendship

Based on the statements above, it is clear that speaking is not easy, therefore every teachers should take a part to do some strategies in motivating their students to speak English both at classroom and outside the classroom, so the students can be confidence, because the success of learning English as a second of foreign language could be measured in term of the ability in speaking.

4. The Students' Confidence

According to Elaine Sihera (2007) Self- confidence is essentially an attitude which allows us to have a positive and realistic perception of ourselves and our abilities. It is characterized by personal attributes such as assertiveness, optimism, enthusiasm, affection, pride, independence, trust, the ability to handle criticism and emotional maturity.

Self confidence is the most significant in language-learning. It provides students with the motivation and energy to become positive about their own learning. It also creates the drive in them acquire the targeted language, enjoy the learning process, and experience real communication.

Most of students have knowledge in their mind. Actually, this knowledge is only in a mind. They do not want to try to take out it become a good ideas when a teacher need their ideas. It is caused that the students do not have self-confidence. Therefore, they do not want to say it.

Students who do not have self-confidence get obstacle in speaking. There is no participant during classroom interaction. Students do not have willingness to communicate, they are only keeping silent. Based on these causes Elaine Sihera

(2009) stated that there are some effective strategies for increasing students' confidence, there are:

- a. Gaining the student's trust
- b. Setting personal routine that students can control
- c. Setting regular goals
- d. Discourage positive reinforcement
- e. Discourage a perception of being only "right" or "wrong"
- f. Encourage the students to be themselves
- g. Encourage personal perspectives.

Furthermore, Raffini (1996:181) Stated that there are some strategies for enhancing students' self-confidence that can be done by teachers:

1. Set high expectation for all students and assist students in achieving them
2. Provide all students with ample amounts of positive information feedback
3. Always try to explain the reason or purpose for rules, assignment, and learning activities
4. Learn something unique about each students and occasionally mention to them
5. Value students' efforts as well as their accomplishment
6. Help students learn to accept their mistakes and successes by occasionally modeling an analysis of teacher own errors and achievements
7. Accept students as valuable, worthwhile human beings, although you may have to reject particular behaviors
8. Celebrate the accomplishment and achievements of all students
9. Encourage students to evaluate their behavior relative to their goals and prior level of achievement

10. Create a psychologically safe climate in which students are encouraged to express their opinions and risk being different.

Even, Harmer (2001) in *Http: confidencestyle.com* says there are some effective ways to increase students' confidence to speak English in class:

1. select topics for students to do their oral activities

It is the first time for a teacher to allow students to choose their favorite topics. Students frequently made nervous by speaking English. It looks incredibly difficult to them. The result will be very demoralizing if teachers provide students difficult tasks or those are not their interest. Selecting the wrong topics for them may create boredom in class. Lets students choose their favorite topic may be a good attempt to arouse their interest.

2. Students were Formed Groups with Mixed-Ability to Achieve Cooperative learning

When speaking class, students were divided into groups. Mixed-ability approach was adopted in dividing groups. Each group consisted of high achievers and low achievers. The teacher was responsible for assigning one high achiever for each group to make sure that maxed-ability approach was carried out. For the rest of the members, the students were allowed to find their own partner. Cooperative learning of students in group was experienced. The more brilliant students of each group offered help to weaker students

3. Clear Instruction was Made by Teacher

The students were given 7 minutes to read the pictures and write their descriptions of the teen problems on the card paper. Simple sentences were allowed to use in the descriptions. When they have finished, each group had to select on presenter to describe the teen problem mentioned in the picture to their classmate.

During the presentation time, the whole group had to come out as team spirit would be promoted. The time limit of the presentation was about 7 minutes. Presenters were encouraged to do an elaboration of their teen problem. The rest of the class had to listen to the presentation carefully and wrote down their feedbacks to the presenters.

4. Active communication among students was promoted

At last, each presenter would ask a question to seek advice from the rest of the class. If they know advice, they can raise their hands and give response to the presenting groups. The two-flow communication was carried out and it made sure that all the students in class during the students' communication.

5. Immediate feedbacks were made by teacher

Were attentive and they were doing the same doing the same task. The teacher could give immediate feedbacks to each group after their presentations and wrote down their scores on the blackboard. Writing score on the blackboard immediately was used to achieve a stimulating effect. Taking part in a game, students are always nervous about their marks. When their communication took place, the teacher was writing down the errors they have made. After the whole competition had completed, the teacher gave the comments and suggestions in class. Therefore, the students would know their problems and improving them later.

6. Conduct marks and gifts were given as an extrinsic motivation

For group presentation, the best three received both conduct marks and gifts. For the individual outstanding performance, three best performers were also selected receive prizes. Setting the short-term goals and giving small prizes are the motivational drive for our students.

In addition to build up students' confidence and competence in speaking, teachers need to:

1. Create a non-threatening environment for speaking.

It is important to reduce students' anxiety to use English class. A supportive and safe environment can be created by telling students that errors are tools for learning. All opinions and questions are welcome in class.

2. Provide opportunities for students to practice.

If we reflect on our teaching, very often teachers talk too much. Not much time is given for students to practice the target language. So it is essential to allocate enough time for students to practice the language.

3. Choose a familiar topic.

Familiar topics must be chosen to facilitate discussion. If the topic is related to the students' daily experience, students will have plenty to talk about.

4. Provide sufficient language input before setting students to group work

Apart from choosing the right topic, if teachers do not equip students with sufficient language expressions and vocabulary, they will not be able to do the discussion. So it is important to prepare students with the language first before setting them to group work.

5. Encourage use of English instead of mother-tongue

Always encourage our students to use English in their discussion. Some teachers use a kitchen timer to time the number of minutes their students speak, for example, 5 minutes at the beginning. Then we can increase the time stage by stage. Another method is to distribute tickets which say "English Practice" to each group. Teachers can mingle among the groups and collect the tickets whenever they hear

students slip into mother-tongue. Whichever group gets the most tickets is the winner. With proper training and regular practice, even week students are able to talk in English.

(http://cd1.edb.hkedcity.net/cd/languagesupport/article/article_03/implications.htm)

From the statements above, it is clear that many strategies can be used by teacher in increasing their students' confidence, so in learning process, the students are supposed to be active, because it will determine the success of instruction. According to Rabin (in Brown, 2000:123) there are fourteen characteristic good language learners some of them can be done by the students to increase their speaking ability, they are:

1. Find their own way, taking charge of their learning
2. Organize information about language
3. To be creative, developing a "feel" for the language by experimenting with its grammar and words
4. Make their own opportunities for practice in using the language inside and outside the classroom
5. Learn to live with uncertainty by not getting flustered and by continuing to talk or listen without understanding every word
6. Use mnemonics and other memory strategies to recall what has been learned
7. Use linguistic knowledge, including knowledge of their first language, in learning a second language
8. Learn to make intelligent guesses
9. Learn certain tricks that help to keep conversations going
10. Learn different styles of speech and writing and learn to vary their language according to the formality of the situation

From many characteristics of language above, here is clearly that not only teachers that can do many strategies, but also the students can do many strategies to increasing their speaking ability.

The strategy is also influence by motivation. According to Brown (1994:34) there are two part of motivation: “intrinsic and extrinsic motivation.” Edward Deci 1975 (in Brown 1994:34) defined intrinsic motivation:

“Intrinsically motivated activities are ones for which there is no apparent reward except the activity itself. People seem to engage in the activities for their own sake and not because they lead to an extrinsic reward.

...intrinsically motivated behaviors are aimed at bringing about certain internally rewarding consequences, namely, feelings of competence and self- determination.”

Based on the definition above can be said that intrinsic motivation comes from the learner himself, in addition, extrinsic motivation comes from outside and beyond the set such as money, prizes, grades, and also includes the parents, teachers, friends, and societies. So, motivation of the teacher also one of the factors influence their strategies in increasing students’ confidence in speaking, because it is an important factor making strategy of purpose of teaching English and every teacher has to motivate the students in learning English especially in speaking. Speaking is the single most important aspect of learning English as a second or foreign language

5. The Nature of Speaking

Speaking comes from word “speak” it means to talk somebody else about something to have a conversation with somebody (Hornby, 1995:1140).

Speaking is very important to us in learning a language, because some purposes in learning a language is to be able to communicate the language. According to Brown (1994:29) said that, communicate competence is toward all of its components; organizational, pragmatic, strategies, and psychomotor.”

Little Wood (1981:47) also stated that speaking can perform in helping develop communication ability:

- a. It opens up a rich stimulus for communicative interaction namely the varied experience, interests, and opinions the learners
- b. It thus provide a contact for a wide range of communicative must practice the skill required for managing longer session of social interaction such as introducing a new topic, turn-talking or sustaining the conversation through difficult period
- c. It provides learner with opportunities to express their own personality and experience through the foreign language as a means of handling their own social relationship.

Furthermore, Hasibuan and Ansyari (2007:102-103) said that the goal of teaching speaking skills is communicative efficiency. Learner should be able to make themselves understood, using their current proficiency to the fullest. There are three approaches that can be used by teacher:

1. Language inputs

The teacher gives the learners the material they need to begin producing language themselves. It comes in the form of teacher talk, listening activities, reading passages and the language heard and read outside of the class

2. Structured output

The teacher focuses on correct term. It is designed to make learners comfortable producing specific language items recently introduced sometimes in combination with previously learned items.

3. communicative output

The learners' main purpose is not only complete a task, such as obtaining information, developing a travel plan, or creating on any other vocabulary, grammar, and communication strategies that they know.

6. The Components of Speaking

Some aspects that have great influence in speaking are needed such as:

a. Pronunciation

According to Haycraft (1978:55) pronunciation is probably the most neglected aspect of English language teaching. Pronunciation teaching also gives life to a class because feeling and personal reactions to different situation. Most pronunciation teaching as a result, tends to concentrate on individual sounds, which although the most obvious, is not necessary the most important part.

b. Vocabulary

Vocabulary is one of the extremes that support speaking English. According to Rivers 1983 (in Nunan, 1991: 117) vocabulary is essential for successful second language use because without an extensive vocabulary, we will be unable to use the structures and function; we may have learned for comprehensible communication.

c. Grammar

Grammar is also used in speaking since if we do not know the appropriate grammar in sentence the listener will doubt for what we have said. According to Paulston and Bruder (1976:1) grammar is the forms and arrangements of words emphases and sentences, in with a classification of drills, followed by a typology and with a discussion of actual classroom procedures of teaching grammar. Grammar helps us to understand why some ways using language more efficient than others use,

a sentences-based grammar can often help students to look at the sentence with sharp eye.

B. Relevant of the Research

The researcher shown the relevant research in these studies that are " the student's efforts in improving their speaking ability at fourth semester of UIN Suska Riau". Written by Rahmi Fitriani (2005), this research use random sampling that only takes 44% of 135 students. It means that this research take 33% of the students. The writer of this research uses questionnaires technique and interview technique. Based on the research, the students' efforts in improving their speaking ability are fair. It means they have some efforts but they are not as good as they can do and apply it. We can see from the research finding the result of the data presentation shows that only 64, 35% of the respondents do the effort in improving their speaking ability.

Beside that, "the teachers' efforts in motivating students to speak English at Bahrul Ulum Islamic Boarding School "This research conducted by Anissa Syamsul in 2008, this research focused on the effort that should be taken by English teacher to motivate their students in order to speak English in their daily conversation both at the classroom and outside the classroom (in dormitory).

So far a study, "the teachers' strategies in increasing students' confidence to speak English at MA Islamic Centre Al-Hidayah Kampar" The researcher focus on the strategies that done by English teacher in increasing their students' confidence to speak English, and the researcher also want to know how far the English teacher increase their students to be confidence to speak English at MA Islamic Centre Al-Hidayah Kampar.

C. Operational Concept

The theoretical framework stated above is still general and abstract forms. Therefore, it is necessary to interpret into particular words in order to being easy to be measured empirically. It has been stated in the theoretical framework that in the teaching and learning process, so the researcher determines some indicator to know the teachers' strategies in increasing students' confidence to speak English at Madarasah Aliyah Islamic Centre Al-Hidayah Kampar. The indicators are as follows:

1. Teacher provides opportunity for students to practice, both in test and in speaking activities
2. Teacher creates classroom environments that foster confidence building skill such as; making teaching- learning enjoyable; giving game, quiz, puzzle, etc
3. Teacher gives support to the students in speaking English, for example: the teacher can keep telling students that they can do it (task /anything), and the teacher can also say " you are a smart students, good, etc"
4. Teacher helps the students to cope their problems in speaking English
5. Teacher encourages the students to be them self such as; encourage them to talk about their lives, their culture, their fears, etc.
6. Teacher pinpoints who the shy students are and who the students with the least confidence are and then call on them frequently in class to give their point of views about what is being discussed in class
7. Teacher lets the students to prepare a presentation on something of their interest

8. Teacher encourages the students to evaluate their behavior relative to their goal and prior level of achievement
9. Teacher creates various activities, such as; story telling, telling individual experience, etc
10. Teacher ask the students set personal routine that students can control it such as; setting time to do their homework, ways to organize their work,

CHAPTER III

THE METHODOLOGY OF THE RESEARCH

A. The Method of the Research

The method that was used in this research is descriptive method. According to Syafi'i (2007:173) descriptive method is a kind of method that involves the collection of data for the purpose of describing existing condition. While Bets 1979 (in Syafi'i 2007:173) says that, the descriptive method describes and interprets what condition or relationship that exist, opinion that are held, processes that are going on, effects that are evident or trends that are developing.

B. The Time and Location of the Research

This research was conducted on March to April 2010. The location of the research is at MA Islamic Centre Al-Hidayah Kampar.

C. The Subject and the Object of the Research

The subjects of this research were the English teachers who are teaching at MA Islamic Centre Al-Hidayah Kampar. The object of this research was the strategies done by English teachers in increasing students' confidence to speak English at MA Islamic Centre Al-Hidayah Kampar.

D. The Population and Sample

The populations of this research were the English teachers at MA Islamic Centre Al-Hidayah Kampar. There are 2 English teachers, so the researcher takes them as respondents, as it is stated below:

TABLE I

The list of English teacher at MA Islamic Centre Al-Hidayah
Kampar

NO	Name	Graduated
1	Sri Wahyuni, S.Pd	UIN SUSKA
2	Nurlaini, S.Pd	UNRI

E. The Techniques of Data Collection

The data of the research were collected from:

1. Observation

According to Arikunto (2006:156) observation is an activity that is concern toward some object by using the five of sense. In this thesis, this method was carried out to observe the learning and teaching process dealing with the strategies used by the English teacher of MA Islamic Centre Al-Hidayah Kampar in increasing students' confidence to speak English. In this technique, the researcher observed directly about the strategies done by the English teachers in increasing students' confidence to speak English such as; how the teacher creates classroom environments that can build students' confidence, overcome students' problem in speaking, encourage and give support, etc.

2. Interview

According to Arikunto (2006: 155) interview is a dialogue which is done by interviewee to get some information from interviewer. In this thesis, this technique used to obtain some data about the teachers' strategies in increasing students' confidence to speak English.

F. The techniques of Data Analysis

This research used descriptive technique which aims to find out how are the teachers' strategies in increasing students' confidence to speak English at MA Islamic Centre Al-Hidayah Kampar.

To find out the teachers' strategies in increasing students' confidence to speak English at MA Islamic Centre Al-Hidayah Kampar, the researcher used percentage and be categories as follows:

75-100%	Good
56-75%	Fair
40-55%	Less
Less than -40%	Bad

(Arikunto, 1996: 244)

To get the data of the researcher the formula of method used in this research is as follows:

$$P = \frac{F}{N} \times 100\%$$

Note:

P= Percentage

F= Frequency of score

N= The total of score

CHAPTER IV

THE DATA PRESENTATION AND THE DATA ANALYSIS

In this chapter, the researcher presents the data at the result of the research finding gained through the instruments. Even, the researcher also analyzes the data to find out the English teachers' strategies in increasing students' confidence to speak English at MA Islamic Centre Al-Hidayah Kampar.

A. The Data Presentation

In this data presentation the researcher presents the result of the research finding gained through the instruments. There are 2 instruments, which were used by the researcher, the first is observation and the second is interview. The objective of this research is to find out the English teacher's strategies in increasing students' confidence to speak English. In this data presentation the researcher presents the result of the research finding gaining through the instruments.

Therefore, in collecting the data about the teachers' in increasing students' confidence to speak English, the researcher uses observation technique, that it is the main instrument because it is considered to represent all the data needed. Even, the researcher also uses interview that it is done to support the main data collection in this research.

1. The Data Presentation of Observation

In this presentation, the researcher presents the observation toward the teachers' strategies in increasing students' confidence to speak English.

TABLE II
THE TEACHERS' STRATEGIES OBSERVATION LIST IN INCREASING
STUDENTS' CONFIDENCE TO SPEAK ENGLISH
BY THE TEACHER A

No	The Items of Observation	Times of Observation				Total			
		I	II	III	IV	Yes	%	No	%
1	Teacher provides opportunity for students to practice, both in test and in speaking activities	√	√	√	√	4	100	-	-
2.	Teacher creates classroom environments that foster confidence building skill such as; making teaching-learning enjoyable; giving game, quiz, puzzle, etc	-	-	-	√	1	25	3	75
3	Teacher gives support to the students in speaking English, for example: the teacher can keep telling students that they can do it (task /anything), and the teacher can also say " you are a smart students, good, etc"	√	√	√	√	4	100	-	-
4	Teacher helps the students to cope their problems in speaking English	√	√	√	√	4	100	-	-
5	Teacher encourages the students to be them self such as; encourage them to talk about their lives, their culture, their fears, etc.	√	√	√	√	4	100	-	-
6	Teacher pinpoints who the shy students are and who the students with the least confidence are and then call on them frequently in class to give their point of views about what is being discussed in class	-	-	-	√	1	25	3	75
7	Teacher lets the students to prepare a presentation on something of their interest	-	√	√	-	2	50	2	50
8	Teacher encourages the students to evaluate their behavior relative to their goal and prior level of achievement	√	√	√	√	4	100	-	-
9	Teacher creates various activities, such as; story telling, telling individual experience, etc	√	√	√	-	3	75	1	25
10	Teacher ask the students set personal routine that students can control it such as; setting time to do their homework, ways to organize their work, etc.	√	√	-	-	2	50	2	50
	Total					29	72.5	11	27.5

The table show that the result of observation toward the teachers' strategies indicates of answer "yes" and "no". The table indicated that was some aspects that were not implemented by the teacher:

1. Teacher provides opportunity for students to practice, both in test and in speaking activities. For this item the English teacher has implemented 100%
2. Teacher creates classroom environments that foster confidence building skill such as; making teaching-learning enjoyable; giving game, quiz, puzzle, etc. For this item the English teacher has implemented only 25%
3. Teacher gives support to the students in speaking English, for example: the teacher can keep telling students that they can do it (task /anything), and the teacher can also say" you are a smart students, good, etc". For this item the English teacher has implemented 100%
4. Teacher helps the students to cope their problems in speaking English. For this item the English teacher has implemented 100%.
5. Teacher encourages the students to be them self such as; encourage them to talk about their lives, their culture, their fears, etc. For this item the English teacher has implemented 100%
6. Teacher pinpoints who the shy students are and who the students with the least confidence are and then call on them frequently in class to give their point of views about what is being discussed in class. For this item the English teacher has implemented only 25%
7. Teacher lets the students to prepare a presentation on something of their interest. For this item the English teacher has implemented only 50%

8. Teacher encourages the students to evaluate their behavior relative to their goal and prior level of achievement. For this item the English teacher has implemented 100%
9. Teacher creates various activities, such as; story telling, telling individual experience, etc. For this item the English teacher has implemented 75%
10. Teacher ask the students set personal routine that students can control it such as; setting time to do their homework, ways to organize their work, etc. For this item the English teacher has implemented only 50%
11. The table shown that the result of the observation toward the teacher' strategies indicates the number of answer "Yes" is 72.5% and for the answer "No" is 27.5% the following is the percentage of result observation.

$$\text{"Yes"} = \frac{29}{40} \times 100\% = 72.5\%$$

$$\text{"No"} = \frac{11}{40} \times 100\% = 27.5\%$$

TABLE III
 THE TEACHERS' STRATEGIES OBSERVATION LIST IN INCREASING
 STUDENTS' CONFIDENCE TO SPEAK ENGLISH
 BY THE TEACHER B

No	The Items of Observation	Times of Observation				Total			
		I	II	III	IV	Yes	%	No	%
1	Teacher provides opportunity for students to practice, both in test and in speaking activities	√	√	√	√	4	100	-	-
2.	Teacher creates classroom environments that foster confidence building skill such as; making teaching-learning enjoyable; giving game, quiz, puzzle, etc	-	-	-	-	-	-	4	100
3	Teacher gives support to the students in speaking English, for example: the teacher can keep telling students that they can do it (task /anything), and the teacher can also say " you are a smart students, good, etc"	√	√	√	√	4	100	-	-
4	Teacher helps the students to cope their problems in speaking English	√	√	√	√	4	100	-	-
5	Teacher encourages the students to be them self such as; encourage them to talk about their lives, their culture, their fears, etc.	√	√	√	√	4	100	-	-
6	Teacher pinpoints who the shy students are and who the students with the least confidence are and then call on them frequently in class to give their point of views about what is being discussed in class	-	-	√	√	2	50	2	50
7	Teacher lets the students to prepare a presentation on something of their interest	-	√	√	√	3	75	1	25
8	Teacher encourages the students to evaluate their behavior relative to their goal and prior level of achievement	√	-	-	-	1	25	3	75
9	Teacher creates various activities, such as; story telling, telling individual experience, etc	√	√	√	√	4	100	-	-
10	Teacher ask the students set personal routine that students can control it such as; setting time to do their homework, ways to organize their work, etc	√	√	-	-	2	50	2	50
	Total					28	70.0	12	30.0

The table show that the result of observation toward the teachers' strategies indicates of answer "yes" and "no". the table indicated that was some aspect that were not implemented by the teacher:

1. Teacher provides opportunity for students to practice, both in test and in speaking activities. For this item the English teacher has implemented 100%
2. Teacher creates classroom environments that foster confidence building skill such as; making teaching- learning enjoyable; giving game, quiz, puzzle, etc. For this item the English teacher has not implemented 0%
3. Teacher gives support to the students in speaking English, for example: the teacher can keep telling students that they can do it (task /anything), and the teacher can also say" you are a smart students, good, etc". For this item the English teacher has implemented 100%
4. Teacher helps the students to cope their problems in speaking English. For this item the English teacher has implemented 100%.
5. Teacher encourages the students to be them self such as; encourage them to talk about their lives, their culture, their fears, etc. For this item the English teacher has implemented 100%
6. Teacher pinpoints who the shy students are and who the students with the least confidence are and then call on them frequently in class to give their point of views about what is being discussed in class. For this item the English teacher has implemented only 50%
7. Teacher lets the students to prepare a presentation on something of their interest. For this item the English teacher has implemented 75%

8. Teacher encourages the students to evaluate their behavior relative to their goal and prior level of achievement. For this item the English teacher has implemented only 25%
9. Teacher creates various activities, such as; story telling, telling individual experience, etc. For this item the English teacher has implemented 100%
10. Teacher ask the students set personal routine that students can control it such as; setting time to do their homework, ways to organize their work etc. For this item the English teacher has implemented only 50%

The table shown that the result of the observation toward the teacher' strategies indicates the number of answer "Yes" is 70.0% and for the answer " No" is 30.0% the following is the percentage of result observation.

$$\text{"Yes"} = \frac{28}{40} \times 100\% = 70\%$$

$$\text{"No"} = \frac{12}{40} \times 100\% = 30\%$$

2. Data Presentation of Interview

To support the data the researcher also done interview to English teachers dealing with the strategies that is done by English teachers in increasing students' confidence to speak English. The questions are as follows:

Interviewer : Do you usually use English in teaching process?

Teacher A : Yes, I usually use English in teaching process. Because I think all English teachers' agree that English should be used before starting the lesson to be discussed. This is quite useful in motivating the students to speak with the language itself. Even thought, by speaking English can

make them easy in speaking English. For this reason I always use English as soon as after entering the classroom.

Teacher B : No, I do not. But I always combine Indonesian and English language when learning process.

Interviewer : What kind of preparation do you make before teaching speaking?

Teacher A : I prepare many preparations, one of which is how I can teach well to my students. Sometimes before teaching I ask my students to speak in front of the class to preparation based on what the material that I will teach and then I try to help their problems likes; correcting pronunciation and grammar.

Teacher B : I certainly prepare some preparation; the most important is I will give my students the best for them.

Interviewer : Do you use various strategies in teaching speaking?

Teacher A : Yes, I do, sometimes I use picture and article as model in teaching speaking, and then I ask the students' ideas and then ask them to explain it in front of the class. I also always help my students when they have problem in speaking.

Teacher B : yes of course, because teaching speaking is different from other subjects and speaking is very important when we communicate to another person in other countries we have to use English to make our interlocutor understandable or know what we mean. So, I just think how responsible to make my students master in speaking such; giving support and encourage my students to practice English and give them opportunity to express their ides and opinion when learning process.

Interviewer : What are your ways to make your students more confident to speak English in front of the class?

Teacher A : My ways to make my students' confidence that are; sometimes I give my students' game that it can stimulate them to speak and sometimes I call on them to presentation in front of the class to tell their experience. I very support my students to express their ideas.

Teacher B : To make my students' confidence to speak English, I always encourage them to speak English and I also support them that they can do it, and sometimes I also ask my students to explain a picture in the book and then I ask my students' ideas about it.

Interviewer : So, how are the students' respond about your strategies? Do they like it?

Teacher A : yes, they like it, because they are very enthusiastic when I give them game because they can learn by playing which it can make them want to talk and express their ideas.

Teacher B : Yes they like it, because when learning process they are very spirit to express their ideas and opinion about the lesson.

Interviewer : As far you know, do the students' confident to speak English after you use the strategies?

Teacher A : Actually, not all students' confidence to speak English, but I always give them suggestion after the end the lesson, that English is very important in this globalization era. I also give advice to students to practice at home and give them motivation to study hard and do not ashamed to speak English with their friends whenever and wherever.

Teacher B : Not all my students confidence to speak English, but by using this context the students can confidence even though it need times and I always encourage them to be brave to express their ideas when learning process especially in speaking and I also motivate them to do not ashamed to speak English because by mastering English we can communicate easily with other people in other country.

Meanwhile, the researcher also interview the students, it can be seen in the following explanation:

Interviewer : What do you think about English?

Student's IPA A : I think English is international language, so as students we must master it and then we can go to another country easily.

Student's IPA B : I think English is a compulsory subject in every school in our country. So, if we master it we can communicate with tourists.

Student's IPA C : I think English is a language and if we master it we can go to the other country easily.

Student's IPS A : I think English is international language

Student's IPS B : I think English is important language to me and the one of the international language.

Student's IPS C : I think English is international language

Interviewer : Do you like to speak English? Why/ why not?

Student's IPA A : Yes I like, because English is very important in this era

Student's IPA B : yes I like, because if we master English we can communicate with tourist

Student's IPA C : Yes of course, because if we can speak English we can go to the other country easily

- Student's IPS A** : Yes, because by speaking English we can society with tourist
- Student's IPS B** : Yes of course, because speaking English is my favorite
- Student's IPS C** : Yes, because English is important in life
- Interviewer** : How are your teacher strategies when they teach speaking?
- Student's IPA A** : Actually, sometimes my teacher gives us game before starting teaching, and then she ask us to participate. We vey like because it can make us spirit to study.
- Student's IPA B** : When learning process, my teacher gives us oppportunity to share our opinion and sometimes they also ask us to retell our experience in front of the class.
- Student's IPA C** : Sometimes my teachers ask us to discuss about a topic in the book and ask us to work in group.
- Student's IPS A** : In teaching the teachers' strategies are very good; the strategy is the teacher gives a topic to the students and asks the students to speak in front of the class.
- Student's IPS B** : My teacher's strategy, she always ask us to speak English in front of my friends
- Student's IPS C** : I think the teacher strategies are very good, the teacher strategy is they give us funny story and with it asks us to retell in front of the class.
- Interviewer** : Do you like their strategies? Why/ why not?
- Student's IPA A** : Yes I like, because their strategies make me spirit to study.
- Student's IPA B** : Yes, because it helps me confidence to speak English in my class.
- Student's IPA C** : Yes, because by discussing, I can express my ideas

- Student's IPS A** : Yes, I like, because by asking the students to explain the topic in front of the class we can be easy to speak English.
- Student's IPS B** : Yes, of course, because when speaking class they ask us to speak English in front of the class, so it makes us can speak English.
- Student's IPS C** : Yes I like, because I like story.
- Interviewer** : After they use the strategies, do you feel confidence when they ask you to speak in front of the class?
- Student's IPA A** : Yes, because after my teacher uses it I do not ashamed again to speak English although many wrongs.
- Student's IPA B** : Yes of course, because I like my teacher teaching.
- Student's IPA C** : Yes, I do not ashamed again when my teacher asks me to participate in speaking.
- Student's IPS A** : Yes of course, after the teacher uses the strategies I feel confidence to speak English every time.
- Student's IPS B** : yes, because in every week she asks us to speak English in front of the class, so it makes me usual.
- Student's IPS C** : Yes, of course I am confidence.

B. The Data Analysis

Data analysis is mean to analyze the result of the research through observation, and interview; the descriptive technique will be used to analyze the data.

Descriptive technique with percentage divides into two categories, firstly qualitative data that describe by word and sentence, secondly quantitative data is used by percentage or digit.

Data qualitative is taken from result of observation and interview. In addition, quantitative data is acquired by added of data that is collected dividing with all of data and multiply 100%.

In order to find all the categories of the teachers' strategies in increasing students' confidence to speak English, the researcher presents clarification of percentage as follows:

75-100%	Good
56-75%	Fair
40-55%	Less
Less than -40%	Bad

(Arikunto, 1996: 244)

To get the data of the researcher the formula of method used in this research is as follows:

$$P = \frac{F}{N} \times 100\%$$

Note:

P= Percentage

F= Frequency of score

N= The total of score

Previously the researcher has presented the result of the research that is collected through observation, and interview. In this section the researcher will analyze it and it can be seen as follows:

TABLE IV

The rate of percentage in observations toward English teachers' strategies in increasing students' confidence to speak English at MA Islamic Centre Al-Hidayah
Kampar

Total of Aspects	Yes		No		Number	percentage
	F	P (%)	F	P (%)		
1	8	14,54	-	-	8	10%
2	1	1,81	7	28	8	10%
3	8	14,54	-	-	8	10%
4	8	14,54	-	-	8	10%
5	8	14,54	-	-	8	10%
6	4	7,27	4	16	8	10%
7	3	5,45	5	20	8	10%
8	6	10,90	2	8	8	10%
9	5	9,09	3	12	8	10%
10	4	7,27	4	16	8	10%
Total	55	100%	25	100%	80	100%

Then the researcher analyzes the data as follows:

The answer of "Yes" is as indication that the teachers do the strategies on how to increase students' confidence to speak English. The totals of answering of "Yes" are 55.

$$P = \frac{F}{N} \times 100\%$$

$$P = 55/80 \times 100\% = 68.75\%$$

Meanwhile, the answer of "No" is as indication that the teachers do not do the strategies on how to increase students' confidence to speak English. The totals of answering "No" are 25.

$$P = \frac{F}{N} \times 100\%$$

$$P = 25/80 \times 100\% = 31.25\%$$

Based on the analysis above, the teachers' strategies in increasing students' confidence to speak English can be categorized as Fair level. It can be proved from result of percentages that are acquired by teachers 68.75%.

To analyze the activity done by English teacher in implementing the strategies in increasing students' confidence the researcher complete information through interview. Here the researcher tries to analyze the interview between teachers and students finding:

1. Do you use English in teaching speaking?

Based on the interview result, the teacher speaks English in order to motivate the students to speak English; however there is a teacher who says that she seldom uses English in the process of teaching she combines Indonesian and English.

2. What kind of preparation do you make before teaching speaking?

Based on the interview result, the English teacher had a presentation before teaching, like ; asking the students to speak in front of the class based on what the material that will be tough, helping the students problem when they have presentation.

3. Do you use various strategies in teaching speaking?

Based on the interview result, the teachers use strategies in teaching speaking likes; using picture, using article, storytelling, asking the students to tell individual experience.

4. What are you ways to make your students more confidence to speak English in front of the class?

Based on the interview result, the teacher gives the students game, asking the students to presentation in front of the class, encouraging the students to speak English, asking the students' ideas and opinion about a topic that is discussed.

5. What are the students' respond about your strategies? Do they like it?

Based on the interview result, the students like the teachers' strategies because the students are very enthusiastic after the teachers use it.

6. As far you know, do the students' confidence to speak English?

By using this context, not all students' confidence, but the students can confidence even thought it needed more time. By using the steps the students' confidence more because the steps given are arranged by based on the students behavior itself.

The analysis of students' interview:

1. What do you think about English?

Based on the interview result, the students say that English is international language, and as a compulsory subject that taught in every school in this country.

2. Do you like to speak English? Why/ why not?

Based on the interview result, ever students like to speak English, because by English, we can communicate wit other people in this world and can go to the other country easily.

3. How are your teacher strategies when they teaching speaking?

Based on the interview result, the students have different answer about it, that are; the teacher gives the students game before starting the lesson, the teacher gives the students opportunity to express their ideas, the teacher asks the

students to retell experience, and the teacher asks the students to work in group to discuss a topic.

4. Do you like their strategies? Why/ why not?

Based on the interview result, the students like the teachers' strategies, because it can make them; spirit, confidence, enjoy, and can express their ideas in learning process especially in speaking.

5. After they use strategies, do you feel confidence when they ask you to presentation in front of the class?

Based on the interview result, every student's confidence after their teachers use the strategies.

So based on the teachers and students interview above, the researcher concludes some strategies that done by English teacher, that are:

1. The teacher uses picture and article in teaching speaking
2. The teacher asks the students to retell their individual experience and story
3. Encouraging the students to speak English
4. Asking the students' opinion and ideas in learning process
5. The teacher gives the students' game before starting the lesson

Meanwhile, from the students' interview results are:

1. The student's brave to speak English in front of the class
2. The students want to express their ideas
3. The students do not ashamed to speak English
4. The students feel confidence

CHAPTER V

Conclusion and Suggestion

Based on the result of the researcher that had been conducted toward the English teachers' strategies in increasing students' confidence to speak English at MA Islamic Centre Al-Hidayah Kampar, the researcher would like to draw some conclusion from what has been discussed in the previous chapter and recommendation some suggestion relate to the English teachers' strategies in increasing students' confidence to speak English at MA Islamic Centre Al-Hidayah Kampar.

A. Conclusion

This research intends to find out how are the teachers' strategies in increasing students' confidence to speak English at MA Islamic Centre Al-Hidayah Kampar. Thus in order to meet this objective the researcher has conducted a research by using two instruments; interview and observation.

Based on the interview result between teachers and students the researcher can draw a conclusion that English teacher of MA Islamic Centre Al-Hidayah Kampar have applied some strategies in increasing students' confidence to speak English, there are as follows:

1. The teacher uses picture and article in teaching speaking
2. The teacher asks the students to retell their individual experience and story
3. Encouraging the students to speak English
4. Asking the students' opinion and ideas in learning process
5. The teacher gives the students' game before starting the lesson

Meanwhile, from the students' interview results are:

1. The student's brave to speak English in front of the class
2. The students want to express their ideas

3. The students do not ashamed to speak English
4. The students feel confidence

Meanwhile, based on the formulation of the problem the strategies in increasing students' confidence to speak English at MA Islamic Centre Al-Hidayah Kampar, the observation result finding the researcher concludes that the teacher strategies I increasing students' confidence to speak English at MA Islamic Centre Al-Hidayah Kampar can be categorized as Fair level. It is based on the recapitulation of whole percentage shows the percentage of (68.75%).

Based on the observation result there are some strategies that are implemented by the English teacher in increasing students' confidence to speak English, they are:

1. Teacher provides opportunity for the students to practice, both in test and in speaking activities
2. Teacher gives support to the students in speaking English, for example: the teacher can tell students that they can do it (task /anything), and the teacher can also say " you are a smart students, good, etc"
3. Teacher helps the students to cope their problems in speaking English
4. Teacher encourages the students to be themselves, such as; encouraging them to talk about their lives, their culture, their fears, etc.

Meanwhile the strategies that are not implemented by the English teachers are:

1. Teacher creates classroom environments that foster confidence building skill such as; making teaching- learning enjoyable; giving game, quiz, puzzle, etc
2. Teacher pinpoints who the shy students are and who the students with the least confidence are and then call on them frequently in class to give their point of views about what is being discussed in class

3. Teacher lets the students to prepare a presentation on something of their interest
4. Teacher asks the students set personal routine that students can control it such as; setting time to do their homework, ways to organize their work.

B. Suggestions

After revealing the problems the teachers' strategies in increasing students' confidence to speak English, the researcher would like to state here suggestion to the teachers and the students dealing with the teachers' strategies in increasing students' confidence to speak English.

The suggestions for teachers are as follows:

1. The English teacher should have various methods to make the students' confidence to speak English increase, for example the teachers can do: find out the strategies to get students actively involved in learning process, support instructional with humor, personal experience and the anecdotes that represents the human characteristics of aspect or contact and facial expression.
2. The English teachers should give support with other teachers and more friendly with their students.
3. The English teacher is expected to make small group discussion, so the students' confidence to speak English will be built.
4. The English teachers should apply some strategies used now become better and professionally
5. The English teachers also have to take more attention, motivation, and give the students good ways in increasing students' confidence and mastering English.

The suggestion for the students as follows:

From the research result it is necessary to suggest that students be advised to practice more their English. The students are suggested to have positive attitude toward English and the students are expected to have more practice in speaking English without worrying their mistake or they have to arise their self confidence for their utterance in English. The reasons are, because English is an international communication. By mastering, we can communicate easily with the people who come from oversea countries.

BIBLIOGRAPHY

- Anisa Syamsul. 2008. *The Teachers' Efforts in Motivating Students to Speak English at Bahrul Ulum Islamic Boarding School*. UIN SUSKA: Unpublished.
- Arikunto, Suharsimi. 1996. *Prosedur Penelitian*. Jakarta: PT. Rineka Cipta.
 2006. *Prosedur Penelitian*. Jakarta: PT. Rineka Cipta.
- Brown, Douglas. 1994. *Teaching by Principle; an Interactive approach to Language Pedagogy*. Prentice Hall Regent USA
 2000. *Principle of Language Learning and Teaching*. San Francisco University: Longman
- Clark and Clark. 1977. *Psychology and Language*. Harcourt Brace Jovanovich, Inc: The United State of America
- Haycraft, John. 1978. *An Introduction to English Language Teaching*. Singapore: Longman Publisher
- Hasibuan and Ansyari. 2007. *Teaching English as a Foreign Language*. Pekanbaru: Alf Riau Graha UNRI Press
- Harmer, Jeremy. 1998. *How to Teach English*. England: Longman.
 2001. *The Practice of English Language Teaching*. Retrieved. 24 December, 2009, from: [Http://confidence style.com/article.aspx](http://confidence style.com/article.aspx)
- Hornby. 1995. *Oxford Advanced Learner's Dictionary*. New York: Oxford University Press.
- Keyl, Hayriye. 2010. *Teaching Speaking: Activity to Promote Speaking in A Second Language*. Retrieved. 24 December, 2009, from: [Http://iteslj.org/techniques/Kayi-Teaching Speaking. html](http://iteslj.org/techniques/Kayi-Teaching Speaking. html).
- Little wood, William. 1981. *Communicative Language Teaching an Introduction*. Cambridge: Cambridge University Press
- Nana Sudjana. 1998. *Dasar-Dasar Proses Belajar Mengajar*. Bandung: Sinar Baru Algesindo.

- Nunan, David. 1991. *Language Teaching Methodology a Textbook for Teachers*. International: Printical Hall.
- Nuttal, Christine. 1982. *Teaching Reading Skill in a Foreign Language*. London: Heinemann Education Books.
- Paulson, Cristina Bratt and Mary Newton Bruder. 1976. *Teaching English as a Second Language: Techniques and Procedures*. Cambridge: Winthrop Publishers
- Raffini, James P. 1996. *150 Ways to Increase Intrinsic Motivation in the Classroom*. United State of America: library of Congress Cataloging in Publication Data
- Richard and Renandya. *Methodology in Language Teaching*.
- Roestiyah. 1989. *Masalah-Masalah Ilmu Keguruan*. Jakarta: PT Buana Aksara
- Safi'i S, M. 2007. *From Paragraph to a Research Report: a Writing of English for Academic Purpose*. Pekanbaru: Lembaga Bimbingan Belajar Syaf Intensive.
- Seprizal. 2006. *The Teachers' Competence in Enhancing the Students' Motivation in Learning English at Junior High School in Siak Regency*. Pekanbaru. UIN SUSKA: Unpublished.
- Sihera, Elaine. 2009. *The Definition Confidence*. Retrieved. 24 December, 2009, from: [Http://Uncommoorum.com/glossary/self confidence. html](http://Uncommoorum.com/glossary/self%20confidence.html).
- 2009. *Strategies Teacher Use to Help Students Confidence Increase their Confidence*. Retrieved. 24 December, 2009, from: [Http/Www.Helium.com/items/1621325-preception-classroom-reality](http://www.Helium.com/items/1621325-preception-classroom-reality).
- Underwood, Mary. 1989. *Teaching Listening*. Hong Kong: Longman Group
[Http://cd1.edb.hkedcity.net/cd/languagesupport/article/article_03/implications.htm](http://cd1.edb.hkedcity.net/cd/languagesupport/article/article_03/implications.htm)
- m

LIST OF TABLES

Table I	: The List of English Teachers at MA Islamic Centre Al-Hidayah Kampar	33
Table II	: The Distribution of English Teacher “A”	36
Table III	: The Distribution of English Teacher “B”	39
Table IV	: The Rate of Percentage of Observation.....	50