A THESIS

**LECTURERS' STRATEGIES IN ENGAGING STUDENTS IN
LEARNING ENGLISH SPEAKING SKILL
AT IAIN PAREPARE
(A STUDY OF STUDENTS WITH LOW SELF-CONFIDENCE)**

By:

**NURHALIZA
REG NUM. 18.1300.060**

**ENGLISH EDUCATION PROGRAM
TARBIYAH FACULTY
STATE ISLAMIC INSTITUTE (IAIN)
PAREPARE**

2023

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Submitted to the English Education Program of Tarbiyah Faculty of State Islamic
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The Title of Thesis : Lecturers' Strategies in Engaging Students in Learning English Speaking Skill at IAIN Parepare (A Study Of Students With Low Self Confidence)

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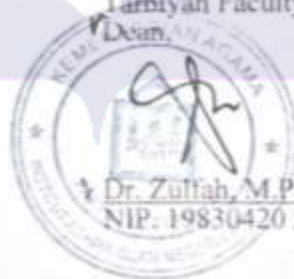
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بِسْمِ اللهِ الرَّحْمَنِ الرَّحِيْمِ

اَلْحَمْدُ للهِ رَبِّ الْعَالَمِيْنَ وَالصَّلاَةُوَالسَّلاَمُ عَلَى اَشْرَ فِ ٱلْأَنْبِيَاءِ
وَالْمُرْسَلِيْنَ وَعَلَى اَلِهِ وَصَحْبِهِ اَجْمَعِيْنَ اَمَّابَعْدُ

In the name of Allah, The Beneficent and The Merciful

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Parepare, 9th February 2023
The Researcher,

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DECLARATION OF THE RESEARCH AUTHENTICITY

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Thesis Title   : Lecturers' Strategies in Engaging Students in Learning English Speaking Skill at IAIN Parepare (A Study Of Students With Low Self Confidence)

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ABSTRACT

Nurhaliza, *Lecturers' Strategies in Engaging Students in Learning English Speaking Skill at Iain Parepare (A Study Of Students With Low Self-Confidence).* (Supervised by Zulfah and Ismail latif).

Every teacher has a strategy in teaching accordance with the goals in learning English speaking skill. This research aims to find strategies used by lecturers in engaging students in learning english speaking skill at IAIN parepare (a study of students with low self-confidence). The results of this research were beneficial for the teachers and students with low self- confidence because they get proper information about strategy in engage students with low self- confidence in learning speaking skill.

This research used descriptive qualitative method in this study. This research was held at IAIN Parepare for 40 days to collect and analyze data. The subject of this research is five speaking lecturers who are teaching and have taught in speaking lesson. The data from this study were obtained by interview. The data is analyzed using data reduction, data display, and Conclusion Drawing/Verification.

The result of this research shows the lecturers' strategies to engage students with low self- confidence to learn English speaking skill. The strategies can be classified in some strategies. The strategies are : The first strategy is motivating, namely giving advice, give direction, convincing and showing real examples that can arouse enthusiasm for learning speakin skill. The second strategy is interpersonal communication, recognize problem and characteristics of the student with low self-confidence then solve, provide direction, and give guidance on the problems faced by the student. The third strategy is to create a comfortable atmosphere that can make students with low self- confidence enjoy the learning process without fear and pressure that can affect the self-confidence of students. The fourth strategy is to suggestion to practice by suggesting or inviting students with low self- confidence to practice as often as possible and improve their speaking skill.
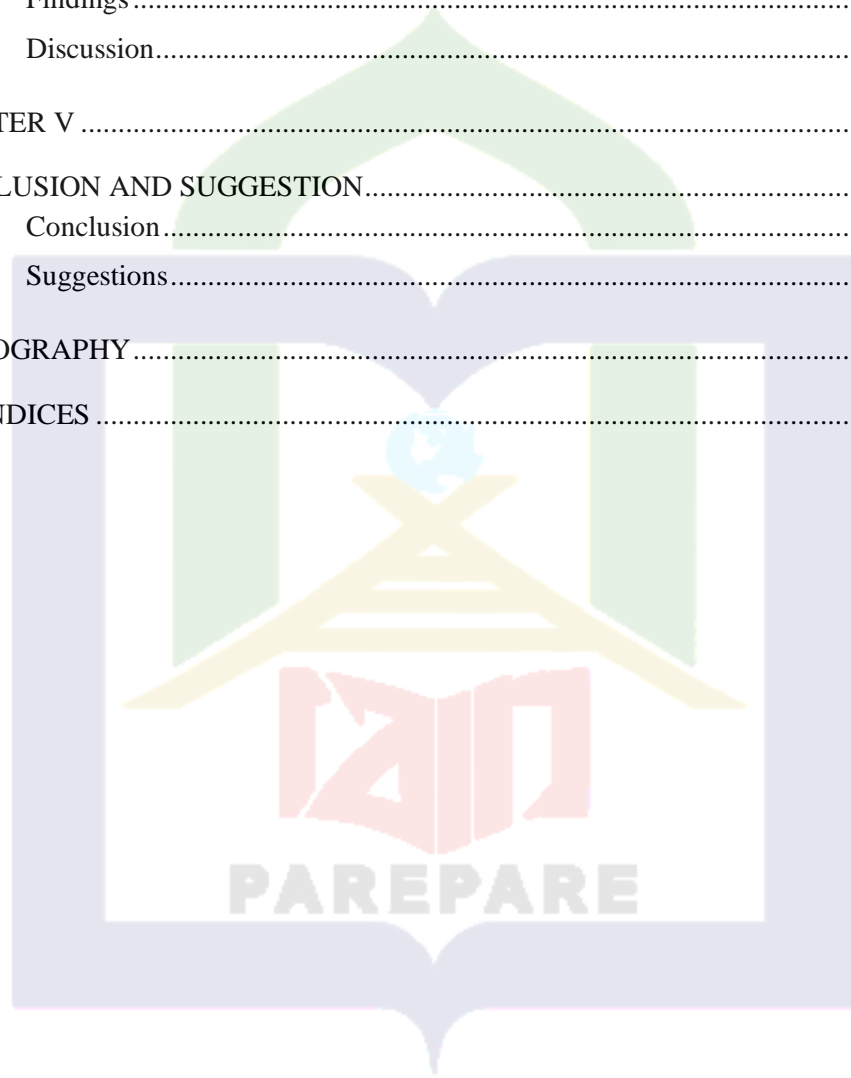
Keywords: *Students Engagemen Strategy, Learning Speaking Skill, Low Self-Confidence Student.*

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CHAPTER I

INTRODUCTION

A. Background

The main objective in teaching speaking in English lessons is for students to be able to communicate their information, ideas, ideas, feelings, and opinions to others. In accordance with the educational curriculum, the purpose of teaching and learning to speaking skill in English subjects is so that students can communicate in English by mastering all skills. One of the skills that is a major component in English subjects is speaking.

Speaking is a skill to convey feelings, information, ideas, or messages orally. Speaking is an important skill because it is needed in everyday life to communicate with other people.[1] Through speaking, a person is able to carry out oral interactions to convey what he thinks and it is hoped that someone will be able to communicate using foreign languages, especially English, to continue to exist in this increasingly advanced era. In accordance with Thoriq's statement in the journal "Socialization of the Importance of Mastering English for Students" stated that in this era of globalization where information exchange is very fast and scientific development requires mastering English in order to be able to explore global knowledge.

English lessons have been introduced since elementary school to college but many students in Indonesia are still unable to speak English in everyday life because of several factors, according to Riadil (2020) namely : 1) too many students in the classroom so that the opportunity students' ability to communicate is limited, 2)

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[1]Nurul Faizah, Thesis: "*Teacher Strategies In Teaching Speaking Ability At Seventh Grade In Smp Negeri 2 Martapura Timur* " (Banjarmasin: Islamic University Of Kalimantan MAB, 2021), p. 172.

students are shy and lack self-confidence because they are afraid of being wrong and being laughed, 3) teachers teach more language structures than productive practices such as speaking and writing. This point is supported by the statement that "many teachers in Asia tend to focus their teaching on grammar and syntactic knowledge" (Muathafa as cited in Riadil, 2020, p. 2).

Another opinion from Brown (2000) states that some of the factors that cause students to be unable to speak English are anxiety, nervousness, and insecurities. The statement above can be the cause of a lack of confidence in speaking English in speaking classes. This statement is also supported by data generated from pre-research that has been carried out by researchers by interviewing 10 students from semesters 2nd and 4th in each of the informative speaking and interactive speaking courses at IAIN Parepare whose results show that 9 out of ten 10 students interviewed have constraints on self-confidence to be able to speak English for various reasons such as being embarrassed when they wrong in speaking, feeling inferior to those who are more able to speak, afraid of being laughed if they speak wrong, doubting for fear of being criticized, and some others say lack of confidence without giving a reason.[2]

It can be concluded from the data above that in speaking or communicating one of the important factors that must be possessed is self-confidence. According to the Oxford Advanced Learner's Dictionary: International Student's Edition (2020) defining Confidence is believing in one's own ability to do something and succeed.In learning English specially in speaking course, confident students tend to get good test

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[2]Students of IAIN Parepare, the 2nd and 4th semester, Informative Speaking and interactive Speaking courses, Interview by researcher via online WhatsApp, 11 june 2022.

scores and can go through all stages of learning well compared to students who are less confident because students who are less confident even though they know a test answer don't know how to say it because have low self-confidence.

Certainly, to grow students' confidence in speaking a teacher has a very important role. In the process of teaching and learning there are grooves or steps that are passed to achieve the goals of learning and teaching known as strategies. According to Sanjaya, (2008: 126). In the world of education, strategy is defined as planning that contains a series of activities designed to achieve certain educational goals. While Kemp (1995) explained that learning strategy is a learning activity that must be done by teachers and students so that learning goals can be achieved effectively and efficiently. Teachers must prepare an appropriate strategy in teaching because the strategy greatly affects students' interest and understanding in learning. There are many strategies that teachers can apply in teaching speaking. But the teacher must be able to choose a strategy that suits the needs and material of students.[3] Especially in shaping students' confidence in learning speaking skills to be able to speak well.

Students who low of confidence certainly have low involvement in the process of interacting and speaking in learning speaking skills in the classroom. In carrying out his/her role the teachers must know and be responsible for designing academic activities that can create extrinsic motivation to make students become

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[3]Nurul Faizah, Thesis: *Teacher Strategies In Teaching Speaking Ability At Seventh Grade In Smp Negeri 2 Martapura Timur*, (Banjarmasin: Islamic University Of Kalimantan MAB, 2021), p. 172.

interested. To support social and psychological engagement according to Willms, Friesen, & Milton.[4]

Engaging students in the teaching and learning process is very important to achieve the goal of learning. Engaged students will feel happy and motivated in learning and follow all learning series. According to Bakker & Leiter, n.d. students who have concentration and motivation can improve performance in obtaining good educational outcomes.[5] Student engagement is important because student engagement shows the level of attention, effort, persistence, positive emotions, and commitment of a student in the learning process

Students who low self-confidence are included in psychological engagement, namely students have a mental or psychological state where students feel inadequate, inferior, afraid, worried about fail in doing things, especially in speaking in learning speaking skill. Therefore, it is necessary a motivation to make the student confident and interested in following the process of learning speaking skills in class.

Based on the explanation above, the researcher plans to conduct a study on lecturers who teach speaking at the IAIN Parepare campus as the object of research because seeing the low of self- confidence which is one of the main causes of students being unable to speak English at IAIN Parepare. The researcher plans to research about how do lecturers engaging students with low self-confidence to learn English speaking skill at IAIN Parepare.

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[4]Willms, J. Douglas, Sharon Friesen, and Penny Milton, *What did you do in school today? Transforming classrooms through social, academic, and intellectual engagement*, (First National Report, 2009).

[5]Bakker, A. B., & Leiter, M. P. (n.d.), *Work Engagement: A Handbook of Essential Theory and Research.*

B. Research Question

Based on the above background the researcher formulates of the research problem as follow:

How do lecturers engage students with low self-confidence to learn English speaking skill at IAIN Parepare?

C. The Objectives of Research

Based on the research question, the researcher formulates the objective as follow:

To describe lecturers strategies in engaging students with low self-confidence to learn English speaking skill at IAIN Parepare.

D. Significance of Research

This research was expected to provide useful information and give some contributions to :

1. For teachers, this research is expected to provide information to teachers in teaching English, especially in setting strategies for students who have low - confident in speaking.

2. For students, it is hoped that the strategies used by the teacher in this study can increase students' self-confidence.

CHAPTER II
REVIEW OF RELATED LITERATURE

A. Previous Research Findings

In this section, the researcher presents some of the results of previous studies relate to the issue of research that the researcher adopts. Some of the results from these previous studies are showed in the following:

Bahtiar, Mahmud, and Salija conducted research to find out the correlation between the students' self-confidence and learning strategies toward their speaking performances. This research applied correlational research design. The participants of this research were the students from third semesters of Bosowa University. This research shows that there is very big impact between student confidence and student performance in speaking. If the students' self-confidence is high, the students' speaking performance is also high or good. Besides that, there is also a significant influence between students' learning strategies and students' speaking performance. In this study it is said that student learning strategies are the steps or processes that students go through in improving their own learning. [1]

Lavani Satya Christie conducted research with purpose to find out teachers' strategies to improve students' self confidence in speaking at SMK 1 and SMK 2 in Tamiang Layang. This study used qualitative study. All data were analyzed qualitatively. Instruments used were interview questions and observation protocol. The result of this research was found four strategies that the four teachers used in

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[1]Bahtiar, N. R., Mahmud, M., & Salija, K, *Students'self-Confidence, Learning Strategies And Their Correlation To Speaking Performanc,e* (Doctoral dissertation: Universitas Negeri Makassar, 2020), p. 9.

speaking class activity. Those strategies are role-play, small group discussion, storytelling, and songs. [2]

Utama, Permadi, Marhaeni, Jaya conducted research to investigate the effect of think pair share teaching strategy to students' self-confidence and students' speaking competence of the second grade students of SMPN 6 Singaraja. Think-pair-share (TPS) is a collaborative learning strategy where students work together to solve a problem or answer a question about an assigned reading. The study used a post-test only control group design. The analysis was made by using Manova facilitated by SPSS version 16.0 for windows show the result indicated that (1) there was a significance effect of Think Pair Share on students' self-confidence (F = 754.104 and sig = 0.000; p < 0.05). (2) there was a significance effect of Think Pair Share on students' speaking competency (F = 60.325 and sig = 0.000; p < 0.05). (3) simultaneously, there was significance effect of Think Pair Share on students' self-confidence and students' speaking competency.[3]

Roysmanto conducted the research to investigate whether there is a significance correlation or not between self-confidence and the students' speaking skill of the third grade of Swadaya Gunung Jati University in academic year 2014/2015. The researcher obtained the data by the quantitative research. The writer used correlational design. The population was the third grade of students in Swadaya Gunung Jati University Cirebon. The data were collected through interview and questionnaire. The results of this research shows that there is a significance

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[2]Lavani Satya Christie, *Teachers' Strategies to Improve Students' Self-Confidence in Speaking,* (Salatiga: Universitas Kristen Satya Wacana, 2018), p. 139

[3]Utama, I M. Permadi, A.A.I.N Marhaeni, I Nyoman Adi Jaya, T*he Effect Oo Think Pair Share Teaching Strategy to Students' Self-Confidence And Speaking Competency Of The Second Grade Students Of Smpn 6 Singaraja*. (Jurnal Pendidikan Bahasa Inggris Indonesia, 2013)

correlation between score of questionnaire and interview. It was represented in the test hypothesis that tobserved is higher than ttable (10.39 > 0.320). The writer concluded that there is a significance correlation between self-confidence and the students' speaking skill.[4]

Dewi Nur Afista Sari conducted research to find out significant effect of self-confidence on the students' speaking skill of the tenth grade of SMK Purwosari Bojonegoro. This research method is quantitative research with survey technique. The research respondents were 34 students from class of X.TPM as the main respondent who were selected with simple random sampling. The result of this research was there is significant effect of self-confidence on the students' speaking skill of the tenth grade of SMK Purwosari Bojonegoro. This is caused by the calculation output of t test that said the value of tcalculated > ttable (5,883 > 2,035). Because of the value of tcalculated is bigger than ttable, so H0 is rejected, and H1 is accepted.[5]

Some of studies above have the same variables with the researcher's research. In Nurfiah Rahma Bahtiar, her research about Students' self-confidence, learning strategies and speaking performance but her focus is more about correlation between self-confidence and learning strategies with speaking performance. In Lavani Satya Christie, her research focus on teacher strategies to improve students' self-confidence in speaking and using students and teachers as samples of subject. In Utama, Permadi, Marhaeni, and Jaya, their research focus on effects of using Think Pair Share strategy to self- confidence and speaking compotence and using students of

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[4]Roysmanto, *A Correlation Between Self-Confidence And The Students' Speaking Skill,* (Research and Innovation in Language Learning, 2018)

[5]Dewi Nur Afista Sari, *The Effect Of Self-Confidence On The Students'speaking Skill Of The Tenth Grade Of Smk Purwosari Bojonegoro*, (EDUTAMA, 2021)

junior high school as subject. In Roysmanto, his focus research on correlation between self-confidence and speaking skill and also using quantitative methods and 3rd semester students as subject of research. In Dewi Nur Afista Sari, her focus research on self-confidence in speaking by using quantitative methods and 10th grade students of SMK as subject of research . The five titles above have variable similarities with the title that the researcher will conduct, namely the relationship between teacher strategy and self-confidence in speaking skill but the title that the researcher will conduct is more focused on lecturers' strategies in engaging students with low self- confidence in learning english speaking skill.

B. Some Pertinent Ideas

1. Teaching English Speaking Skill

There are four important skills that students have to master in English. One of them is speaking skills. Students are expected to be able to master English and have the ability and knowledge in communicating using English. Speaking is the action of conveying information or expressing someone's thoughts and feelings in spoken language, to utter the words or articulate sounds as human beings, to express thoughts and opinion by words.[6]

As Brown states, in teaching English a teacher must be able to manage the classroom well, be creative, and have an interesting technique in teaching and managing the classroom. Teaching is showing or helping students to how to do things, giving direction in learning something, providing explanations and making things understood.[7] That means that a teacher must be able to create a creative and

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[6]Webster, *Third New Interaction Dictionary*, 1982, p.58.

[7]H. Douglas Brown, *Teaching Principle of Language and Teaching*, (San Francisco, Practice Hall Regents, 1994), p.7

interesting learning atmosphere so that students are interested in following the learning process especially in speaking skill which some people say that speaking is difficult and to overcome it a teacher must create a pleasant learning atmosphere for students.

In the process of teaching and learning speaking skill there are grooves or steps that are passed to achieve the goals of teaching known as strategies. According to Sanjaya, (2008: 126). In the world of education, strategy is defined as planning that contains a series of activities designed to achieve certain educational goals. While Kemp (1995) explained that learning strategy is a learning activity that must be done by teachers and students so that learning goals can be achieved effectively and efficiently. From this opinion, Dick and Carey (1985) also mentioned that the learning strategy is a set of learning materials and learning products that are used together to provide learning outcomes in students.[8]

From some of the above statements it can be concluded that learning strategies are all planning in stringing learning and teaching process that will be done to achieve the goals of learning. This means that a strategy is a method or technique that will be applied in the teaching and learning process. Therefore, before a teacher teaches English speaking skills, she/he must take an approach to determine the strategies, methods, and techniques that will be applied in teaching to achieve learning objectives.

Teaching speaking as a foreign language requires many rules about grammatical and semantic rules. Learners must also know how native speakers speak therefore it is difficult for learners in speaking the target language smoothly and

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[8]Akrim, *Book of Learning Strategies*, (umsu press: 2022), p. 3-4.

precisely. In effective oral communication requires the ability to use language appropriately in social interaction. In the context also involves not only verbal communication but paralinguistic elements such as tone, pressure, and intonation. In addition, nonlinguistic elements such as gestures, facial expressions, and so on that can accompany speech to the other person. Therefore, to teach speaking in classroom must pay attention to factors that affect the oral communication : age or maturational constraints, aural medium, sociocultural factors, and affective factors; the components underlying the effectiveness of speech : grammatical competence, discourse competence, sociolinguistic competence, and strategic competence; and how student speaking can be improved : small talk and interactive activities. [9]

In the process of teaching speaking, a teacher must understand the concept of speaking and all things related to the learning and teaching process, therefore the next section will explain the concept of speaking, the elements of speaking, the level of speaking in the classroom context.

a.   **Definition of Speaking**

Speaking is verbal communication by conveying ideas to the person who is the conversation partner. This communication can be communicated through language.

Speaking is not only a matter of how to saying something correctly according the grammar, vocabulary, and pronounciation, but also a matter

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[9]Kang Shumin," *Factors To Consider : Developing Adult EFL Students' Speaking Abilities*" in Rhicards and Renandya (ed), Cambrigdge University Press : Methodology in Language Teaching, p. 204

how to producing language appropriately according to the functional and the social convention in the foreign language.[10]

According to webster, speaking is the action of conveying information or expressing someone's thoughts and feelings in spoken language, to utter the words or articulate sounds as human beings, to express thoughts and opinion by words.[11]

According to Ladouse (in Nunan, 1991: 23) speaking is an activity to explain someone in a certain situation or activity to report something. Meanwhile, according to Tarigan (1990: 8) "Speaking is a way to communicate that affects our daily lives". This means that speaking is a way of communicating that can affect someone's life.

Based on the definition above, the researcher concludes that speaking is conveying feeling, opinion, idea, thoughts, by words. When speaking, someone needs language as a media of communication, one of language as media communication is English. To support the ability to speak English, a person must master in grammar, have vocabulary, semantics, and also some elements in speaking such as intonation, articulation, gestures, and expressions so that the message or information to be conveyed is easily accepted by the interlocutor.

b. **The Element of Speaking**

In speaking, important for students to acquire the skill to express their ideas and opinions. Consequently, this competency should be

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[10]Kaharuddin Bahar, *The communicative Competence-Based English Language Teaching*, (Yogyakarta. 2013), p. 15.

[11]Webster, *Third New Interaction Dictionary*, 1982, p.58.

mastered by the students of language. Following are the elements of speaking:

1) Vocabulary

   Vocabulary is an element in the formation of a sentence. A collection of words owned by a person in a particular language. Vocabulary is important to learn because without sufficient mastery of vocabulary, the ability to communicate and convey cannot be built.

2) Grammar

   Grammar is a grammatical rule about how words are arranged into a sentence and have meaning.

3) Pronunciation

   Pronunciation is the way a word, sound or a language is spoken, the manner in which someone utters a word or sound.

4) Accuracy

   Accuracy is clear articulate, grammatically, and phonogically correct language. Fluency is following and natural language. Accuracy is achieved to some extent by allowing students focus on the elements of phonology, grammar, and discourse in their spoken language, whereas fluency is probably best achieved by allowing the "stream" of speech to "flow".

5) Fluency

   Fluency is the quality being able to speak smoothly and easily. It means that someone can speak without any hesitation. Someone can speak fluently even though he/she makes error in pronunciational and

grammar. Fluent in speaking English is a goal for many learners of English. Fluency means being able to communicate our ideas without having stop and think to much amount what you will say.

6) Content

Wherever possible, the content must be practical and can be understood, students are sxpected not too many use vocabulary or grammar new base, and focus on conversation. Convey the message to be in accordance with the intent of the conversation so it does not happen that different interpretations between the listener and speaker. The contents of a conversation that will greatly affect the message on to convey that massage perfectly or not. Therefore, students need to understand the contentd of message.[12]

7) Self- confidence

Self- confidence becomes in important factor in speaking learning process. A student with good grammatical and vocabulary mastery usually has a big confidence to express idea, suggestion or answer the question. He/she feels confidence, so he/she think knows what will to say and how to express.

c. Type Speaking In Classroom Context

Speaking is not only occurs in social context, but also occurs in classroom context where students learn and practice using foreign language. In the classroom, the students may produce several types of

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[12] Arsy Said, *The Effectiveness Of Make A Match As Teacing Strategy To The Students Mastery Of The Second Year at Mts DDI*, (unpublished Skripsi Parepare : STAIN Parepare,2012), p. 17.

speaking performance that communicative sompetence. According to Brown there are six speaking categories that students may carry out in the classroom.[13]

1) Imitative speaking The ability to simply imitate a word, phrase, or sentence. This kind of speaking focuses on the phonetic level of oral production (pronounciation) not meaning, this type of speaking does not focus on understanding or conveying meaning, and not even to participate in interactive conversations. This type of speaking only helps teachers assess the students' pronounciation skills. Therefore, it said that imitating of this kind carried out not for the purpose of meaningfull interaction, but for focusing on orally repeating certain of language.

2) Intensive speaking: is the next level of imitative speaking. Intensive speaking is more than word by word repetition. Intensive speaking students have been able to produce short spoken language formed by grammatical, phrasal, lexical, or phonological relationships. Participants have been able to respond in conversation but are very minimal.

3) Responsive speaking : refers to the student speech production in classroom in form of short replies or students-initisted question or comments. These replies are usually sufficient and do not extend into dialogue which can be meaningfull and authentic. Question and answer

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[13]H Douglas Brown, *Teaching by Principles An Intractive to Language Pedagogy,* (Addison Wesley Longman, New York USA: 2001), p. 271.

task usually consist of a couple question that are simple. Question at this level are usually referential question in which the test -taker is given more opportunities to produce meaningfull language response. This assessment is usually one on one (student and teacher) but may include other students. This can be customized to varying profiviciency levels and students / teacher needs. According to Brown in assessing speaking, responsive speaking is the ability to speak at the level of simple conversations, standard greetings, and small talk, simple requests and comments.[14]

4) Transactional speaking : conducted for the purpose of confeying and exchanging specific information. It can be viewed an extend from of responsive speaking. Transactional speaking as a medium for transaction massage is being spoken. The message meaning and making one someone understood clearly and accurately are in the central focus in our social lives. Transactional speaking can be identified in terms of job interview, discussion, etc.

5) Interpersonal speaking : it is called interpersonal for reasons that primarily establish social interaction, it is focused on satisfying participants' social needs and it is interactive and requires two-ways participants, this interactional speaking is a little trickier for some students. During the interaction is going on, they often interrupt each

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[14]H. Douglas Brown, *Language Assessment Principles and Classroom Practices*, (San Francisco State University : 2004), p. 141.

other, in which one person will stop the other from speaing by asking question.

6) Extensive speaking : one of the most difficult aspect of speaking. The speaking tasks involve coplex. Relatively lengthy stretches of discourse. This speaking type requires the students to give extended monologues in the from of oral reports, summaries, or perhaps short speech. Oral presentation is allow students to use what they learnend in English by culminating everything is one sold presentation.[15]

d. **Factors Affecting Adult EFL Learners' Oral Communication**

According to Kang Shumin factors affecting adult EFL learners' oral communication as follows:[16]

1) Age or maturational constraints: One of the main determinants of a learner's success and failure to be able to speak a foreign language is the age factor. Krashen, Long, and Scarcella (1982) argue that early childhood through natural exposure to language learning will achieve higher proficiency than learners who learn languages in adulthood. Learning in adulthood will influence and limit in pronouncing the target language fluently with pronunciation similar to that of native speakers (Scarcella & Oxford, 1992). Adult learners do not have the naturalness and fluency that children's learners have in spoken language

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[15] Kaharuddin Bahar, *The Communicative Competence-Based English Language Teaching*, p. 22-24.

[16] Kang Shumin, *Teaching Speaking*, in Jack and Willy (ed.), from book (Metodology in Language Teaching: An Anthology of Current Practice, 2002), p. 205-206.

2) Aural Medium : listening has a very important role in the development of speaking skill. In communicating, a person has a dual role, namely the speaker and the listener. At the time of listening one must be able to understand the information conveyed by the speaker. If a person is unable to capture the information said, he certainly cannot respond. So talking is closely related to listening ability

3) Sociocultural Factors : Sociocultural factors are another aspect that greatly influences oral communication. Differences in the cultural characteristics of a language also affect the learning of foreign languages. From a pragmatic perspective, language is a form of social action because linguistic communication occurs in the context of interpersonal exchange, and thus meaning is regulated inthe context of social context (Dimitracopoulou, 1990). So, to speak using a language, one must know how it is used in a social context. It is known that each language has rules of use about when, how, and using certain verbal behaviors on its conversation partners (Berns, 1990).

4) Affective Factors: The affective side of the learner is one of the important factors in learning to speak a foreign language. The affective factors related foreign language learning are emotions, self-esteem, empathy, anxiety, attitude, and motivation. Learning a foreign language is a complex task prone to human anxiety (Brown, 1994). It is associated with feelings of discomfort, frustration, self-doubt, and fear. Speaking a foreign language in public, especially in front of native

speakers, often causes anxiety for fear of making mistakes when speaking the target language.

e. **Components Underlying Speaking Effectiveness**

According to Kang Shumin components underlying speaking effectiveness as follows:[17]

1) Grammatical Competence: A concept that includes expertise in grammar (morphology, syntax), vocabulary, and mechanics (basic sounds of letters and syllables, pronunciation of words, intonation, and stress). Grammatical competence allows speakers to accurately use and understand the structure of English that will make speakers proficient in speaking.

2) Discourse Competence: is the embodiment of a person's ability to speak effectively both orally and in writing. This means that a person's ability to speak is not only reflected in the creation of grammatically correct sentences but rather on the preparation and use of sentences in the right context of communication. So the implication is on how they speak and how they write communicatively according to the context and situation.

3) Sociolinguistics Competence: Students must have competencies that include knowing the social and cultural use of language from the target language user. So that it helps learners know how to make the right comments, how to ask questions during the interaction, and how

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[17] Kang Shumin, *Teaching Speaking*, in Jack and Willy (ed.), from book (Metodology in Language Teaching: An Anthology of Current Practice, 2002), p. 206-208.

to respond nonverbally according to the purpose of the conversation. Therefore, "foreign language learners must acquire stylistic adaptability in order to properly encode and decode the discourse around them" (Brown, 1994, p. 238).

4) Strategic Competence: With reference to speaking skill, strategic competence refers to the ability to know when and how to start a conversation, how to maintain a conversation, how to end a conversation, and how to solve communication disorders and comprehension problems

f. **The Key to Improving Students' Speaking Skill**

According to Kang Shumin components underlying speaking effectivenessas follows:[18]

1) Small Talk : short and daily conversations with other people, such as the interaction of one or two utterances at a time. As students practice more often, they will be able to use some simple interactions and know how to start a conversation.

2) Interactive Activities: In interaktive activities must be based on (1) based on authentic or naturalistic sources of teaching materials; (2) allow learners to manipulate and practice specific features of the language; (3) enable learners to train, in the classroom, the speaking skills they need in the real world; and (4) activate the psycholinguistic process of learning.

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[18] Kang Shumin, *Teaching Speaking*, in Jack and Willy (ed.), from book (Metodology in Language Teaching: An Anthology of Current Practice, 2002), p. 208-210.

a) Aural: Oral activities

Aural or listening materia,l such us news reports on the radio will be heard to students. In practice, students are directed to listen to a dialogue or audio recorder and after that toahami and act it out.

b) Visual: Oral activities

Audiovisual materials such as movies, video cassettes, and corresponding soap operas. They can provide "(a) student motivation with engaging content; (b) witnessing and listening directly to the authenticity of language, with registers, accents, intonations, rhythms, and pressures (c) of language used in the context of real situations" (Carrasquillo, 1994, p. 140).

c) Material-aided: Oral Activities

Proper reading material facilitated by the teacher and structured with comprehension questions can lead to creative production in speaking. Storytellingwith cartoon strips and sequential images. Oral or summary reports can be generated from articles, newspapers, or from textbooks, by Genzel and Cummings (1994).

d) Culture awareness: oral activities

Teachers can present situations in which there are cultural misunderstandings that cause people to become offended, angry and confused. This is done to provide a deeper insight into the culture of native speakers

g. **The Factor Of Speaking Barriers**

According to Jisda (2014) there are problems that become speech blockers, namely:

1) Some students were difficult to speak English very well and they could not produce some words correctly in English. It happened because they did not know how to say it.

2) Students are afraid to speak because if wrong in speaking will get criticism from teachers and students.

3) Students don't know how to use grammar effectively in speaking.

According to Noprival, there are revealed that five major themes were concerned students' problems in speaking English as follows:

1) Inadequate vocabulary knowledge

2) Grammar as a stumbling block

3) Fear of the negative response from others

4) Low self-esteem to speak in English

5) Feeling anxious to speak in English.[19]

Menurut Nina Novitasari, frequent of difficulties in speaking from what she see during the teaching-learning as follows:

1) Students have no ideas about what to say, so they choose to keep silent

2) They are feeling shy and uncomfortable as well as not confident if they make mistakes

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[19]Noprival, students voice: *EFL Speaking Problems On English Day Program At One Senior High School In Indonesia*, Jurnal Ilmiah Universitas Batanghari Jambi, 2016, p.78.

3) The students are afraid of making errors in class because their friends will have laughed

4) The students are not used to talking in class since their pronunciation and vocabulary are poor and confined.[20]

According Salem stated that there some psychological factors that hinder students from practice speaking English skill and they are fearful of mistakes, shyness, anxiety, lack of confidence, and lack of motivation. This is in line with to Juhana states that there are some factors that influence self-confidence in speaking as follow:[21]

1) Afraid Of Make Mistake

It is inevitable that students are still afraid of making mistakes in speaking. Aftat in Dalem said that students who are afraid to speak because of friends who will correct negatively and teachers evaluate and criticism from teachers so that they are afraid to speak English. Fear of speaking is also because it will be laughed at by students and teachers for being wrong in speaking. But teachers are very important to emphasize students that mistakes are not a bad thing because students can learn from it.[22]

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[20]Nina Novitasari, *The English Speaking Barriers Possessed By Students Of The Islamic Banking Study Program Febi Iain Bengkulu*, Thesis : English Education Study Program Tarbiyah and Tadris Faculty of IAIN Bengkulu, 2020, p. 18 .

[21]Juhana, *Psychological Factors that Hinder Students from Speaking in English (A Case Study in a Senior High School in South Tangerang, Banten, Indonesia)*, Journal of Education and Practice (Vol 3, No 12, 2012), p.101-103.

[22]Mohammed Dalem, *Difficulties of speaking that are encountered by English Langauge Students at AL Margeb University*. Al Margeb University Libya. 2017. P. 21.

2) Shyness

For some students, shyness is a problem for them to speak English. shyness makes their minds empty and forgets what they want to say. One of the reasons that makes them shy is because they are introverted and they think that they will make mistakes that make other friends laugh at them..

3) Anxiety

Anxiety is the nervousness that students experience as in situations when speaking. Nascent argues that anxiety becomes one of the obstacles in speaking effectively or it can be said that anxiety affects students in learning languages.[23] This is due to not being able to speak English, fear of criticism, fear of ridicule, and fear of getting tests and evaluations from teachers.

4) Lack of confident

Lack of confidence occurs because students always feel that they cannot speak English well. But in general, students who lack confidence occur because students realize that the interlocutor does not understand what he is talking about and vice versa. Therefore they choose to be quiet and they become less confident to try to speak English. The main cause that makes students less confident is that they have low English skills. They think their English skills are bad so they think that they can't speak English well.

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[23]Ibid. P. 23.

5) Lack of Motivation

Motivation becomes a benchmark so that students are able to speak English because students who have high motivation will always try to learn in speaking English rather than students who lack motivation. Students difficult to be able to speak English because they have low motivation. Low motivation provides a small chance of being able to speak English.

The causes of students' lack of motivation in learning to speak English are boredom, not the spirit of college, unattractive material, and lack of understanding about their learning goals. According to Zua, motivation is the energy in a person. Any motivation can definitely increase students' interest in learning. Students who have high motivation can survive the learning process and will certainly get high grades compared to students who lack motivation in learning. This shows that students with high motivation can get better results compared to students who have low motivation especially in the learning process of speaking English. Students who have high motivation then the student will quickly be fluent in English.[24]

From the above statement, it can be concluded that some of the main causes of learners being less able to speak English can be categorized into two factors, namely factors from within students, namely lack of confidence, shame, anxiety, and fear of making mistakes in speaking. Outside factors are

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[24]Mohammed Dalem, *Difficulties of speaking that are encountered by English Langauge Students at AL Margeb University*. Al Margeb University Libya. 2017. P. 25

knowledge of vocabulary, prounounciation, grammar, and semantics. These two factors have a very close relationship where the outside factor must be mastered to be able to add factors from within a person so that students are able to speak English well.

2. Self-Confidence in Speaking

Self-confidence is an important part of speaking skills because self-confidence can give students the courage to do something especially in speaking English. Self-confidence is someone who believes that he is capable and dares to do something without thinking about obstacles or mistakes that will make them less confident. Burton and Platts said confidence is the ability to obtain appropriate and effective actions in a variety of conditions and situations.[25] It can be concluded that self-confidence is being able to do something without thinking about obstacles in any situation.

a. Definition of Self- Confidence

According to Lauster (2015: 1-14) said that self-confidence is a belief in one's abilities so that it is not affected by others and can act according to will, joyful, optimistic, quite tolerant, and responsible.

Oxford Advanced Learner's Dictionary (in Rahayu, 2013:62) defines self-confidence as believing in self ability to do things and succeed. Goleman (in Rahayu, 2013: 63) states that self-confidence is a strong awareness of the ability towards oneself that a person is capable of doing everything.

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[25]Kate Burton & Brinley Platts, *Building Confidence for Dummies*, (England: John Wiley & Sons, LTD, 2006), p.10.

Pearce (in Rahayu, 2013: 63) suggests that self-confidence comes from actions, activities, and attempts to act instead of ignoring circumstances and being passive. The statement was later reinforced by Hakim (in Rahayu, 2013: 63) who stated that self-confidence is a person's belief in all aspects of his/her advantages so as to create the ability to achieve various life goals.

From some of opinions above can be concluded confidence is the belief that a person is able to do something without anxiety or fear of being wrong. In other word also mean that a person is able to act by believing in the abilities and skills possessed as best as possible without anxiety, doubt, and fear. Self-confidence is very important and needs to be improved for students who learn foreign languages in order to achieve goals in learning English, one of which is being able to speak English.

b. The Indicators of Confidence

According to Burton, there are ten core indicator of confidence, as follows[26]

1) Direction and Values: Know the direction they want to go and the goals to be achieved and know the important things for themselves.

2) Motivation: do something that is comfortable and enjoyable, and they are interested or encouraged to do something without being disturbed.

3) Emotional Stability: People's way of organizing themselves when they face any challenge to achieve their goals.

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[26] Kate Burton & Brinley Platts , Boost Your Confidence In A Day For Dummies, (West Sussex: John Wiley & Sons, 2012)

4) A Positive Mind-set: People's ability to remain optimistic when they encounter some obstacles that can make them fail to achieve their goals.

5) Self-awarness: knowing what should to do and knowing what is the best for yourself. And to be human as you should be by not expecting perfection.

6) Flexibility in Behavior: able to adjust behavior according to the situation and able to adjust the views of others in making decisions.

7) Eagerness to Develop: pleasure in developing one's abilities by doing new things that will become experiences because they think each experience is a new lesson. Not quickly feel enough and satisfied with what has been owned and achieved.

8) Health and Energy: self-respect and self-care, able to manage pressure to avoid disease.

9) A willingness to take risks. Peoples' ability to face any risks to get what you want even when you feel that you are not able to get through it properly and perfectly you still do it.

10) A sense of purpose. People should have a goal in their life when they find the different parts of this life

Based on the confidence indicators above can give clues whether they have confidence or lack of confidence. The indicators above can provide understanding for people who lack of confidence to be able to develop into people who have confidence. At the same time it can be a guideline for teachers to see if students lack confidence or confidence.

c. **The Factors that Influence Self-Confidence in Speaking**

As explained in the "speaking barriers" section above the things that affect the performance of confidence in speaking according to Juhana, namely:[27]

1) Fear of make mistakes

2) Shyness

3) Anxiety

4) Lack of confidence

5) Lack of motivation

d. **The Relationship between Self- Confidence and Speaking Skill**

In speaking skills a student must have confidence especially speaking in a foreign language. Rowson states that communication is the essence of good management. A person cannot possibly be a good manager if he/she does not have good communication skills whereas good communication requires confidence in any situation. This means that communication has a very close relationship with confidence. Speaking can be effective with self-confidence. In other words, confident people are certainly able to speak well, especially in using foreign languages.[28]

According to Intrye, self-confidence greatly affects students' readiness to communicate in English. So self-confidence greatly affects students in speaking and student confidence will develop when students have the

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[27]Juhana, *Psychological Factors that Hinder Students from Speaking in English (A Case Study in a Senior High School in South Tangerang, Banten, Indonesia),* Journal of Education and Practice (Vol 3, No 12, 2012), p.101-103.

[28]Pauline Rowson, *Communicating with more Confidence*, (England: Rowmark Limited, 2005), p.19.

willingness to want to learn English. Many people are nervous [29]to speak in group discussions because they think they will look bad and be judged stupid by others. Therefore, a person must improve their skills in public speaking so that they will be more confident and able to speak to convey opinions, ideas, and information to others.[30]

Rawson also said that speaking is also influenced by what we think and feel that involves a voice, level of confidence, attitudes, values, and prejudices. This means the psicological aspect can influence students to speak English. If students think they feel capable and confident in speaking then automatically there is an impulse from within that makes students able to speak. Conversely, when students think and feel less confident and unable to speak English, students will feel lazy to speak English. Therefore, it can be concluded that self-confidence and speaking skills have a relationship and influence each other.[31]

From the above explanation, it can be concluded that self-confidence has a relationship with speaking skills. People who have confidence will encourage them to be able to speak English. Conversely, people who have low-confidence will make difficulties for them to speak English.

3. **Enganging students with low self- confidence in learning Speaking Skill**

   a. **Definition of Student Engagement**

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[29]Hyesook Part & Adam R.Lee, *L2 Learner's Anxiety, Self Confidence, and Oral Performance*, (Kunsan National University: Concordia University, 2004), p.199.

[30]MTD Training, *Personal Confidence and Motivation*, (UK: MTD Training & Ventus Publishing ApS, 2010), p.36-37.

[31]Pauline Rowson, *Communicating with more Confidence*, (England: Rowmark Limited, 2005), p.15-16.

Engaging students in the teaching and learning process is very important to achieve the goal of learning. Engaged students will feel happy and motivated in learning and follow all learning series. According to Bakker & Leiter, n.d. students who have concentration and motivation can improve performance in obtaining good educational outcomes.[32] Student engagement is important because student engagement shows the level of attention, effort, persistence, positive emotions, and commitment of a student in the learning process

Accordingto Fredericks, student engagement is the involvement of students in the learning process in academic activities and non-academic activities that can be seen through the behavior, emotions, and cognitive displayed by students in the school and classroom environment. School engagement consists of three components, namely behavioral engagement, emotional engagement, and cognitive engagement.[33]

b. **Components of Student Engagement**

Fredricks and McColsky said that student engagement is grouped into three interrelated but conceptually separated components: behavioral, emotional, and cognitive.

1) **Behavioral Engagement**

Is an act of participation that includes student involvement in social or extracurricular academic activities describing the quality of student

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[32] Bakker, A. B., & Leiter, M. P. (n.d.), *Work Engagement: A Handbook of Essential Theory and Research,* (New York: Psychology Press, 2010)

[33] Fredricks, J. A., Blumenfeld, P. C., Friedel, J., & Paris, A, School engagement. In K. A. Moore & L. Lippman (Eds.), *Conceptualizing and measuring indicators of positive development: What do children need to flourish*, (New York: Kluwer Academic/Plenum Press, 2005)

motivation displayed in learning activities in the classroom or outside the classroom that are academic in nature to achieve academic success including students having effort, intensity, perseverance, and determination in carrying out academic activities such as being involved in the learning process in class, attending class, obeying the rules, and doing class assignments.

2) **Emotional Engagement**

Is a positive or negative reaction of students to teachers, classmates, academic activities and school. Emotional engagement includes students feeling enthusiastic, enjoying, happy, and satisfied in academic activities related to the thoughts and feelings that students have towards interaction with people in the school environment.

3) **Cognitive Engagement**

Is an investment that combines students' attention and willingness to give the necessary effort to understand a complex material and mastery of a difficult skill characterized by the level of student interest in learning such as understanding the learning material, actively asking questions, and improving the course of the learning process.[34]

c. **Factors Affecting Student Engagement**

There are two core factors that affect student engagement according to Connell & Wellborn, namely :[35]

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[34] Jennifer A. Fredricks and Wendy McColskey, *The Measurement of Student Engagement: A Comparative Analysis of Various Methods and Student Self-report Instruments*, in Amy, Angie, and Christenson (ed.), from book (Student Engagement: Effective Academic, Behavioral, Cognitive, and Affective Interventions at School, Springer Nature: 2020), p. 208-210.

[35] Connel. J. P., & Wellborn J. G., *Competence, Autonomy, and Relatedness: A Motinational Analysis of Self-System Processes,* In M.R. Gunnar & L. A. Sroufe (Eds.),Self Processes and Development, Vol. 23, (Hillsdale, NJ: Lawrence Erlbaum, 1991), p. 43-77

1) **External Factors (context)**

      In external factors there is a context that can increase the engagement of students psychologically. External factors include parents, teachers, or peers who can provide a sense of comfort and have directed actions. In this external factor can affect the internal factors of students. This external factor can be seen about how the people around the students give an understanding of the goals to be achieved when following the learning process. It can be seen from the Structure, Autonomy support, and Involvement. Structure is a description of the behavior of the parent or teacher, where the first parent informs about the clarity of expectations for the child's achievement, the second is consistent consequences, the third is optimal challenges and the fourth is positive feedback about his competence. Autonomy support is a number of options given by parents or teachers and provides assistance to children to relate behavior to their personal goals and values. Engagement refers to the knowledge, interests, and emotional support of parents or teachers. Engagement is the level of knowledge, interest, and emotional support of parents towards children.

2) **Internal factors (Self).**

      An internal factor called the self-system Model of Motivational Development. This model argues that there are three basic psychological needs, namely:

a) The need to connect with others (Need for relatedness)

      The need to feel connected and close to others such as parents, teachers, and friends, and reflects a desire to be part of a group. Feeling

connected to others can make students feel cared for and can pay attention to others, and have a sense of community with other individuals and communities. By combining emotional and behavioral engagement, we can find that students who feel more secure with their teachers will have higher engagement.

b) The need for competence

Refer to the need to feel successful and effective in interacting with the social environment and getting the opportunity to perform and show self-capacity. Students feel that they have the ability and quality to be effective in completing tasks with various levels of difficulty.

c) The need for autonomy

Each student has a need to do something on a personal basis and his behavior is sourced or derived from himself, not influenced or controlled by others. Ifthe ethics of need for individual autonomy is met then students will be more involved. Being an autonomy does not mean being free from the influence of others, but rather the feeling in the individual that he has a choice in determining his behavior, both behavior that arises from oneself and as a form of response to the wishes of others. When the experience of the social context with psychological needs meets will affect the action displayed by the student.

Engagement is the action component of the motivational development model. Based on the explanation of the factors that influence student engagement, it can be concluded that it is possibleto increase student engagement in the learning process, McManara emphasized that there are

three conceptualizations of student and teacher engagement, namely: behavior, motivation, and relationships.[36] The role of motivation as an important driver so that students are willing to be engaged in the language learning process, especially speaking skills. Motivation is useful to promote positive affective factors to facilitate the course of language learning according to Bley-Vroman in Anis and Arman, 2020.[37]

According to Santrock, motivation is a process that encourages, direction and persistence of behavior. Motivated behavior is one that is full of energy, directional and lasts a long time.[38] Santrock's opinion is supported by Revee who states that motivation is the energy that directs behavior. Energy gives the behavior strength, intensity and perseverance, while direction gives the goal to behave.[39] Based on the presentation put forward by Santrock and Revee, it can be concluded that motivation is the energy that gives the goal to behave.

In carrying out his/her role the teachers must know and be responsible for designing academic activities that can create extrinsic motivation to make students become interested. To support social and psychological engagement according to Willms, Friesen, & Milton.[40]Students who low self-confidence

[36] Zhang & McNamara, *Undergraduate student engagement: Theory and practice in China and the UK,* (Springer, 2018).

[37] Anis, M., & Anwar, C., *Self-organized learning environment teaching strategy for ELT in Merdeka Belajar concept for high school students in Indonesia*. Vol 5(2), JEES (Journal of English Educators Society, 2020), p. 199-204.

[38] Santrock (2004)

[39] Revee (2012)

[40] Willms, J. D., Friesen, S., & Milton, P., *What did you do in school today? Transforming classrooms through social, academic, and intellectual engagement*. First National Report, 2009)

are included in psychological engagement, namely students have a mental or psychological state where students feel inadequate, inferior, afraid, worried about fail in doing things, especially in speaking in learning speaking skill. Therefore, it is necessary a motivation to make the student confident and interested in following the process of learning speaking skills in class.

C. Conceptual Framework

The main focus of this research is about describe lecturers' strategies in engaging students in learning English speaking skill at IAIN Parepare (A Study of Students With Low Self-Confidence). The researchers design the conceptual framework of this research by showing diagram below:

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          ┌─────────────────────────┐
          │  Lecturers' strategies in │
          │   Enganging students in   │
          │   Learning speaking skill │
          └─────────────────────────┘
           │                      │
           ▼                      ▼
┌─────────────────────┐   ┌─────────────────────┐
│ Low Self- Confidence │──▶│ High Self- Confidence in │
│ Students in Speaking │   │      Speaking        │
└─────────────────────┘   └─────────────────────┘
           │                      │
           └──────────┬───────────┘
                      ▼
          ┌─────────────────────────┐
          │  Components Engagement    │
          │                           │
          │  - Behavioural Engagement │
          │  - Emotional Engagement   │
          │  - Cognitive Engagement   │
          │                           │
          │  (Source : Fredricks &    │
          │  McColsky, 2020)          │
          └─────────────────────────┘
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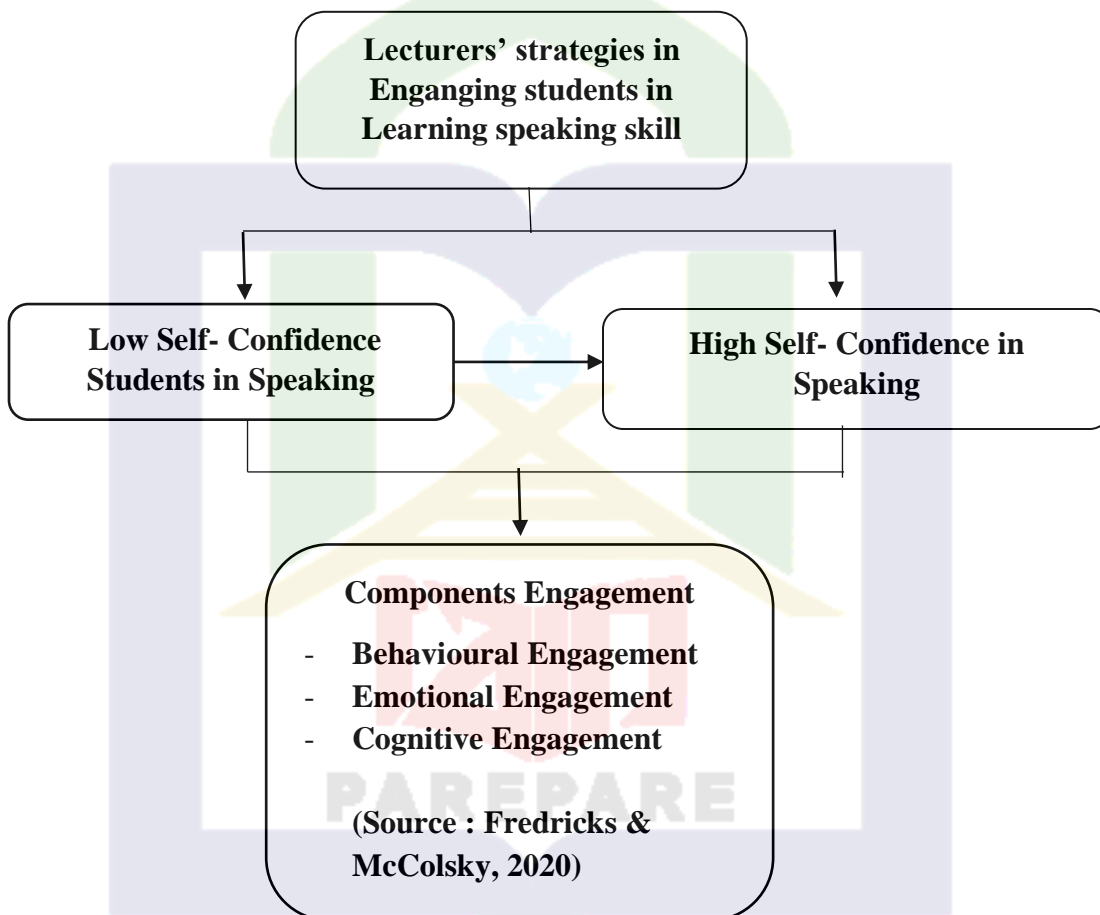
Picture. 2.1 Conceptual Framework

Based on the conceptual framework, the researcher will focuses on describe lecturers' strategies in engaging students with low self-confidence in learning English speaking skill at IAIN Parepare by engage students with low self-confidence to be high self- confidents students in English speaking.

CHAPTER III

METHODOLOGY OF THE RESEARCH

A. Research Design

This research was used descriptive qualitative method. This method helped the researcher to have deep information to have the answer of the research question. This method was used to analyzed the phenomenon by identifying number, graphic in research data. Based on the description above, this study was found lecturers' strategies to engaging students with low self- confidence in English speaking at IAIN Parepare.

B. Location and Time of Research

This research was held at IAIN Parepare and the duration of the research was spent 40 days to collected and analyzed the data.

C. Subject of The Reaearch

Subject on this study was taken from lecturers in informative speaking class and interactive speaking class at IAIN Parepare. In this study, the researcher examined five lecturers who currently teach speaking and have taught speaking. There are two lecturers currently teaching this semester in informative speaking and interactive speaking class who have different experience and knowledge. Then there are three other lecturers who have taught speaking lesson who have different experiences and strategies. Therefore, researcher consider all of them as subject in this study. It does not compare the five lecturers but to obtained concrete data and information as much as possible about lecturers' strategies to engaging students with low self- confidence in English speaking at IAIN Parepare.

D. Research Instrument

1. Interview

An interview is the process of communication or interaction to collect information by way of questions and answers between researcher and informants or research subjects. Interviews aim to obtain in-depth information about an issue or theme raised in the research.[1]

The interview format according to Estenber in Sugiyono's book (2010: 233) there are three, namely structured, semistructured, and unstructured. The technique used by researchers is semi-structural to find more open problems and the parties invited to the interview are asked for opinions and ideas.

E. Procedure of Data Analysis

Data obtained from instruments (interviews) is analyzed using qualitative analysis and reported descriptively According to Miles and Huberman, analytical activities consist of three activity flows, namely data reduction, data display, and conclusion/verivikasi conclusions.'.

1. Data Reduction

The data obtained in the field is recorded carefully and in detail. To avoid the buildup of data that is less important in research, data reduction is carried out, namely by summarizing choosing the main thing, focusing on important things, looking for themes and patterns and discarding unnecessary ones so as to provide a clearer picture and make it easier to next collect data .

2. Data Display

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[1]Amir Hamzah, *Research And Development Method*, (Malang: CV Literacy Nusantara Abadi, 2021), p. 149-150

Data display is an activity when a set of data is arranged systematically and easily understood, thus providing the possibility of producing conclusions. The form of qualitative data can be narrative text (in the form of field notes), matrices, graphs, networks or charts. Through the data display, the data will be organized and arranged in relationship patterns, so that it will be easier to understand.

3. Conclusion Drawing/Verification

The final step is the draw of conclusions and verification. The initial conclusions put forward are still temporary and change if strong evidence is found that supports the next stage of data collection. But if the conclusions of the data presented at the initial stage are supported by valid and consistent evidence in the field, then the conclusions presented are valid conclusions.
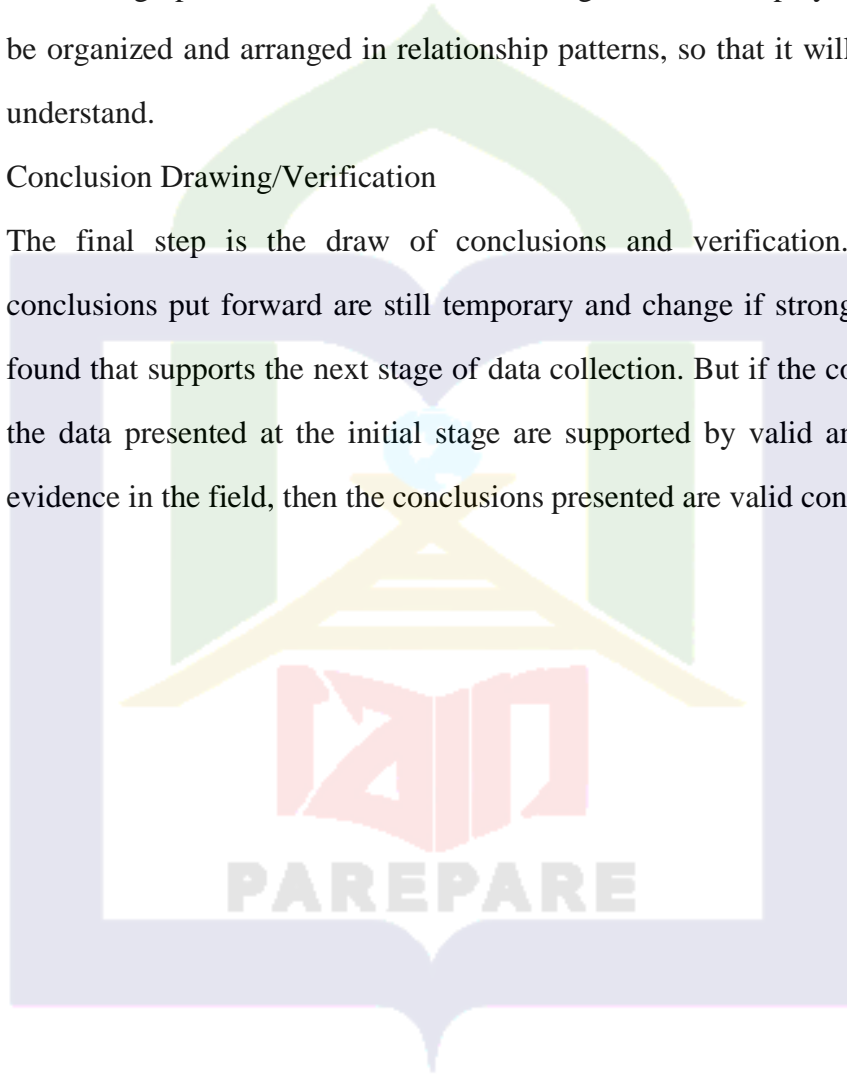
CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

The research findings were the answering of problem statement formulated in the first chapter. Researchers collected the required data using instrument interviews with lecturers who had and currently teaching speaking lesson in the Department of English Language Education, tarbiyah faculty, at IAIN Parepare to answer research questions: How do lecturers engage students with low self-confidence to learn English speaking skill at IAIN Parepare?

Based on the results of interviews that have been conducted with speaking lecturers at IAIN Parepare, researcher found data on strategies to engage students with low self-confidence to learn English speaking skills at IAIN Parepare which focused on questions in interviews sourced from the foundation of teory by Fredricks & McColsky (2020), there are three components of engagement, namely behavioral engagement, emotional engagement and cognitive engagement.

These findings cover data from interviews related to strategies – lecturers' strategies for engaging students with low self-confidence to learn English speaking skills can be classified in several strategies. The strategies are :

1. Motivating strategy

Motivating is providing encouragement, directing, and convincing towards one's behavior to achieve a goal to be achieved. Motivating strategies are used so that students who lack confidence have motivation in achieving goals in learning speaking skills. Motivation is the impulse that arises in a person to do or achieve something.

42

From the results of the interview, the researcher found that all respondents used motivating strategies in engaging students with low self-confidence in learning speaking skill, as well as interview excerpts from all respondents in the table below :

List of Respondents	Interview excerpt
The 1st respondent	The first thing a lecturer should do, right? The first thing I do in class is convince students that they can, okay that's first. If they believe that they can, then they will want to do.[1]
The 2nd respondent	Well, we have to convey the importance of being confident because confidence is more important than knowledge. Many people know more but they are not more confident so students who are more confident will be more advanced.[2]
The 3rd respondent	I personally definitely tell them the benefits of choosing an English major and in the English major, the first thing that can be seen and assessed by the community is the ability to speak skills or convey information so just motivate and tell students actually.[3]

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[1] The 1st respondent, *Lecture of IAIN Parepare*, interview on 08 November 2022

[2] The 2nd respondent, *Lecture of IAIN Parepare*, interview on 17 November 2022

[3] The 3rd respondent, *Lecture of IAIN Parepare*, interview on 21 November 2022

The 4th respondent	The first thing I do is to tell them that English is not as difficult as they think, then English depends on our efforts to want to learn and practice.[4]
The 5th respondent	Well about motivation, before opening or closing the class that day, give motivational words so that students have an out of the box mind-set about themselves. ...., which is clear that we must instill in students that English is an international language, so wherever you go, you must be able to speak English.[5]

According to the 3rd respondent, telling students what the benefits are when they enter the English department is one of the motivations so that students who lack confidence can be motivated to learn.

Then the above interview excerpt is supported by an interview excerpt from the 4th respondent above intend to motivate by convince students to be interested or involved in learning English by motivating them to learn speaking skill.

The similar excerpt from the 5th respondent said that in starting and ending learning speaking skill, students are given motivation to think hard and want to learn English because the progress of the times is inseparable from the use of English, especially in speaking, in this case a lecturer motivates students by showing examples that exist in the real world so that students are engaged to learn speaking skill.

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[4] The 4th respondent, *Lecture of IAIN Parepare*, interview on 23 November 2022

[5] The 5th respondent, *Lecture of IAIN Parepare*, interview on 28 November 2022

A similar interview excerpt from the 1st respondent said above excerpt intends to motivate to ensure that all students can speak using English.

The similar opinion from the interview excerpt stated by the 2nd respondent is as follow a interview excerpt above intends to motivate students by conveying the importance of students must have confidence in speaking because even though we have knowledge but if we don't dare to speak out then we will lose to someone who dares to speak it.

So it can be concluded from the interview excerpts above that in engaging students with low self- confidence, motivating strategies are needed so that students are motivated to speak in speaking class. Students are given directions and advise that can move themselves and their mind- set to be confident in speaking English.

2. **Interpersonal communication strategy**

Interpersonal communication is a verbal or nonverbal interaction between two people or a small group to convey or receive messages that aim to recognize the focus of the problem faced by the student and recognize the characteristics of the student then solve, provide direction, and give guidance on the problems faced by the student. In accordance with the data from the following interview results:

List of Respondents	Interview excerpt
The 3rd respondent	To engage students is actually building relationships. Interpersonal communication or personal communication, as educators we must know how to take students' hearts. We also have to build a real closeness

	to students because sometimes students are shy with their friends or shy with their lecturers.[6]
The 4th respondent	First, build chemistry between students and lecturers. Don't create a gap between lecturers and students, that's the first thing in my opinion. So, I treat them like friends by making them laugh, talking to them lightly, so basically we enter their world first. How can we build a close relationship if we don't know their world, like that.[7]
The 5th respondent	"So clearly if they lack confidence, they must feel pressured and embarrassed by their friends who can speak in class, that's why there needs to be a personal approach." "Yes, approach personally by asking what the obstacles are and so on." "which certainly gives more attention to give more treatment so that they can be confident that I can do it."[8]

From the results of the interview, the researcher found that interpersonal communication strategy is one of the strategies in engaging students in learning to speak, while the interview excerpt from the 3rd respondent said based on the interview excerpt above, it can be explained that in engaging students with low

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[6]The 3rd respondent, *Lecture of IAIN Parepare*, interview on 21 November 2022

[7]The 4th respondent, *Lecture of IAIN Parepare*, interview on 23 November 2022

[8] The 5th respondent, *Lecture of IAIN Parepare*, interview on 28 November 2022

self- confidence in speaking, namely interpersonal communication by creating familiarity and knowing how to treat students so that students do not feel ashamed.

The data above is similar to an interview excerpt from the 5th respondent above, it can be explained that students with low self- confidence in learning speaking skill need to be given a personal approach to provide more attention and treatment compared to their friends who have a high level of self-confidence.

The data above is supported by an interview excerpt from the 4th respondent who said based on the interview excerpt above, it is explained that to engage students with low self- confidence in learning speaking skill, namely by building a close relationship between students and lecturers through understanding student social trends so that lecturers can easily enter the student world and build familiarity that will make students feel comfortable so that they do not feel afraid – or embrassed which is triggers students with low self-confidence.

So it can be concluded that to engage students with low self- confidence in speaking the lecturers can use interpersonal communication strategy to find the problems faced by students then provide solutions, paying more attention, paying more treatment, and building familiarity with these students so that the lecturers understand student needs and minimize fear or shame which is a trigger for students with low self- confidence.

3. **Create a sense of comfort strategy**

Creating a sense of comfort is creating a comfortable, relaxed and enjoyable atmosphere and not feeling any pressure while studying. With a sense

of comfort, students who lack confidence feel comfortable following the learning process. To engage students with low self- confidence to speak in speaking class, one of the strategies that can be used is to create a sense of comfort for students.

Based on data from interview excerpts, sense of comfort can be classified into several categories, namely:

a. Small study group

Small study group is a study group with the number of each group consisting of 3- 5 students . Small study groups aim to make students with low self- confidence to feel comfortable in speaking English because not too many students are watching so that students wiyh low self- confidence are able to adapt and not be pressured. According to interview excerpt from the 2nd respondent said :

List of Respondents	Interview excerpt
The 2nd respondent	So how do we organize the classroom to make it comfortable for learners to speak. For example, the class is divided into small groups, so when the groups are small there may be fewer people to see interacting. With fewer people it might be more comfortable for them to adapt to that smaller environment.[9]

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[9] The 2nd respondent, *Lecture of IAIN Parepare*, interview on 27 November 2022

Based on the interview excerpts above, it can be concluded that small study goup can make less confident students more comfortable interacting with fewer students.

b. Sense of humor

Sense of humor is the activity of presenting humor in a funny way so that students who lack confidence can learn in a relaxed manner so that students are engaged in learning because they do not feel pressured according to the interview excerpt from the 4th respondent in the table below :

List of Respondents	Interview excerpt
The 4th respondent	I make their learning as light and relaxed as possible so they don't get tense. So I look at the situation if they are tense I go back to being funny. [10]

So it can be concluded from the results of the interview excerpt above that in creating a comfortable atmosphere that is by studying lightly and not tense. Lecturers can make jokes when the atmosphere starts to tense so that students with low self- confidence are not pressured and engaged in learning speaking skills.

c. Create familiarity between lecturer and student

Create familiarity between lecturers and students is to make the relationship between lecturers and students with low self- confidence become close and familiar so that students do not feel awkward and embarrassed so that students with low self- confidence feel comfortable and engaged to learn

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[10] The 4th respondent, *Lecture of IAIN Parepare*, interview on 23 November 2022

speaking skills. According to the data by the interview excerpt from the 3rd respondent in the table below :

List of Respondents	Interview excerpt
The 3rd respondent	"build a real closeness to students because students are sometimes embarrassed, embarrassed by their friends and embarrassed by their lecturers. So we know how to make students not feel shy towards their friends, towards themselves, or towards their lecturers."
	"I try to be close to all students by memorizing all their names. If I call them by their names, emotionally we have a close relationship, now if their names are memorized, of course they will feel happier, so they are also eager to learn."[11]

So it can be concluded that to create a sense of comfort for students with low self- confidence is by creating familiarity between lecturer and students with low self- confidence because emotionally students who lack confidence will feel happy and enthusiastic about learning speaking skills when there is closeness between lecturers and students.

d. Pay more attantion

Pay more attention is giving special attention to students with low self-confidence than other students so that lecturers can provide intense stimulus

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[11] The 3rd respondent, *Lecture of IAIN Parepare*, interview on 21 November 2022

and motivation to students who lack confidence. This statement is supported by an interview excerpt from the 5th respondent in the table below:

List of Respondents	Interview excerpt
The 5th respondent	Yes, I said earlier that how to make students with low confident feel comfortable is to pay more attention, provide more motivation than friends who have higher self-confidence.[12]

So it can be concluded that to create a sense of comfort for students with low self- confidence is by paying more attention.

e. **Interesting material**

Interesting material is the provision of interesting learning materials to students so that students are interested and enjoy participating in learning speaking skills. According to the excerpt from the interview excerpt from the 1st respondent in the table below :

List of Respondents	Interview excerpt
The 1st respondent	So never discuss something outside the student world. Therefore, usually if you want to determine the topics of student materials, let's say that are often used as topics of discussion - hot topics that do exist in the student world.[13]

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[12]The 5th respondent, *Lecture of IAIN Parepare*, interview on 28 November 2022

[13] The 1st respondent, *Lecture of IAIN Parepare*, interview on 08 November 2022

So it can be concluded that with interesting material can create a sense of comfort because it attracts the attention of students so that it can engage students with low self- confidence to learn speaking skill.

f. Giving apreciation and opportunity to asking.

To create a sense of comfort are also by giving apreciation to students and opportunity to ask questions about things they don't understand in learning speaking skill according to interview excerpts from the 3rd respondent and the 5th respondent as follow:

List of Respondents	Interview excerpt
The 3rd respondent	Well, students need to be given appreciation because if they are appreciated, they understand that oh it turns out that my lecturer cares about me because there is an increase so it turns out that my efforts so far have results so they feel that oh their efforts have been seen.. [14]
The 5th respondent	They are always welcome to ask questions when there is something they do not understand. [15]

Then an interview excerpt from the 3rd respondent can be concluded based on the data above to engage students who are less confident to learn speaking skills, namely by giving appreciation so that students feel cared for and valued so that students are more enthusiastic in learning speaking.

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[14]The 3rd respondent, *Lecture of IAIN Parepare*, interview on 21 November 2022

[15]The 5th respondent, *Lecture of IAIN Parepare*, interview on 28 November 2022

Then based on the the 5th respindent it can means students are always allow to ask questions in order to increase student participation in learning speaking and students can find answers to what they don't know so that students with low self- confidence can be involved in learning speaking skills.

So it can be concluded from the interview excerpts above, to create a sense of comfort for students with low self- confidence in learning speaking skill, namely: Small study group, Sense of humor, Create familiarity between lecturer and students, Pay more attention, Interesting material, and Giving Apreciation and opportunity to asking.

4. **Suggestion to practice strategy**

Suggestion is the way in which a person influences others to be affected and follow a given view. Suggestion to practice strategy is a way to influence or invite students with low self- confidence to practice to improve speaking skills.

From the results of the interview, researcher found that suggestion to practice is a strategy that can engage students with low self- confidence in learning speaking skill according to an interview excerpts from the 1st respondent, the 2nd respondent, the 4th respondent and the 5th respondent in the table as below :

List of Respondents	Interview excerpt
The 1st respondent	After convincing students that they can, I then ask them to try to hear and see first, then execute the practice. Well, how do you execute practice? Well, if they are still shy, usually I provide motivation to take a mirror

	look at yourself in front of the mirror and say something in English and then you can see, record your voice, the second step is to practice in front of the mirror after that record your voice and then you can play again what is wrong with the pronounciation, of the construct of the sentence that you made is there something wrong with the structure or what, well like that. [16]
The 2nd respondent	Well, don't worry to make mistakes in practice we will make many mistakes but with practice there will be improvement. [17]
The 4th respondent	Whatever language you will master depends on how much vocabulary you have. Then the second is practice and practice because the language must be produced, must be issued must be practiced otherwise it can't be done. [18]
The 5th respondent	Yes, instill in them that practice makes perfect even though you have a lot of vocabulary, even though you have smarter than anyone but you never practice, Nonsense! Like that so don't be afraid of being wrong, we are learning together, we have to practice! As blunt

[16]The 1st respondent, *Lecture of IAIN Parepare*, interview on 08 November 2022

[17]The 2nd respondent, *Lecture of IAIN Parepare*, interview on 17 November 2022

[18] The 4th respondent, *Lecture of IAIN Parepare*, interview on 23 November 2022

	as a knife if it is sharpened every day, it will definitely be sharp, okay. [19]

Based on the interview excerpts in the table above, it can be concluded that the 1st respondent said that in order to make students with low self-confidence in speaking English should be suggested by allowing them to practice in front of the mirror.

A similar statement was also made by an interview excerpt from the 2nd respondent who said don't be afraid to make mistakes in practicing English because from mistakes students can learn and make improvements.

Then the 4th respondent also expressed a similar opinion, namely said that in order for students to be able to speak English in speaking which supports their confidence in interacting in class students must be willing to practice and practice to master a language.

The 5th respondent also said the same thing from the results of the interview excerpt, namely suggesting to students to practice because even though students have a lot of vocabulary but if they never practice it is the same as nonsense.

So from interview excerpts above, it can be concluded that to engage students with low self- confidence in order to speak using English in speaking class, namely by suggesting or inviting them to continue to practice and increasing speaking skill. If students practice as often as possible, they can improve speaking skills that can encourage students' confidence in speaking using English so that students are engaged in learning speaking because the

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[19]The 5th respondent, *Lecture of IAIN Parepare*, interview on 28 November 2022

abilities students have can make students avoid criticism and shame for speaking wrongly.

B. Discussion

In this section describes the discussion referring to the data findings above, the data described in the previous section is carried out by re-educating the data found about strategies to engage students with low self-confidence to learn English speaking skill.

According to Fredericks, student engagement is the involvement of students in the learning process in academic activities and non-academic activities that can be seen through the behavior, emotions, and cognitive displayed by students in the school and classroom environment. Fredricks & McColsky said that there are three components of engagement, namely behavioral engagement, emotional engagement and cognitive engagement.[20]

Based on the data from the interviews that have been described in the findings section, researcher found strategies in engaging students with low self- confidence, namely motivating strategy, interpersonal communication strategy, create a sense of comfort strategy, and suggestion to practice strategy.

Motivating is providing encouragement, directing, and convincing towards one's behavior to achieve a goal to be achieved. Motivating strategies are used so that

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[20] Jennifer A. Fredricks and Wendy McColskey, *The Measurement of Student Engagement: A Comparative Analysis of Various Methods and Student Self-report Instruments*, in Amy, Angie, and Christenson (ed.), from book (Student Engagement: Effective Academic, Behavioral, Cognitive, and Affective Interventions at School, Springer Nature: 2020), p. 208-210.

students who lack confidence have motivation in achieving goals in learning speaking skills. Motivation is the impulse that arises in a person to do or achieve something.

Motivating strategy is the most widely used strategy for respondents in engaging students with low self- confidence to be engaged in learning speaking skill by providing advicet, give direction, convincing and showing concrete examples that can be seen such as telling an experience of someone who is successful and able to speak well using English. By motivating so that students are moved to follow all series of learning and have a sense of courage and confidence to speak using English which is also included in behavioral engagement and have a enthusiasm in learning speaking skills that are included in emotional engagement.

Based on the explanation of the factors that influence student engagement, it can be concluded that it is possible to increase student engagement in the learning process. The role of motivation as an important driver so that students are willing to be engaged in the language learning process, especially speaking skills. Motivation is useful to promote positive affective factors to facilitate the course of language learning according to Bley-Vroman in Anis and Arman, 2020.[21]

According to a theory from Connell & Wellborn said there are two core factors that affect student engagement, namely external and internal. External factors are people and everything around students while internal factors are factors that originate from students such as psychologically (behavioral, emotional, and cognitive). To build these two factors, external factors namely teachers by motivating students can build internal factors so that the students are engaged in learning

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[21] Anis, M., & Anwar, C., *Self-organized learning environment teaching strategy for ELT in Merdeka Belajar concept for high school students in Indonesia*. Vol 5(2), JEES (Journal of English Educators Society, 2020), p. 199-204.

speaking skills. These two factors have a relationship to be able to engage students with low self- confidence in learning speaking skills.[22]

According to Burton, there are ten core indicator of confidence that should be having.[23] One of them is motivation, it means do something that is comfortable and enjoyable, and they are interested or encouraged to do something without being disturbed. So lecturers must motivate students who lack confidence to have the motivation to achieve goals in learning to speaking skill. Motivation is also a driver for students to be engaged in learn speaking skill.

The second strategy is interpersonal communication. Interpersonal communication is a verbal or nonverbal interaction between two people or a small group to convey or receive messages that aim to recognize the focus of the problem faced by the student and recognize the characteristics of the student then solve, provide direction, and give guidance on the problems faced by the student.

Interpersonal communication can direct attention to student learning activities and foster a good relationship between teachers and students. During teaching, the teacher will find the focus of the problem between one student and another student then provide solutions according to the problems faced by each student.[24]

Based on the results of the interviews that have been presented in the findings section, the interpersonal communication taken by the respondents is to give more

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[22] Connel. J. P., & Wellborn J. G., *Competence, Autonomy, and Relatedness: A Motinational Analysis of Self-System Processes,* In M.R. Gunnar & L. A. Sroufe (Eds.),Self Processes and Development, Vol. 23, (Hillsdale, NJ: Lawrence Erlbaum, 1991), p. 43-77

[23] Kate Burton & Brinley Platts , Boost Your Confidence In A Day For Dummies, (West Sussex: John Wiley & Sons, 2012)

[24]Ratna Sasi Suci, *Personal Approach as an Effort by Class Teachers to Improve Learning Outcomes of Grade I Students of Sdn Gadang 2 Malang*, Thesis of Master Program in Teacher Education Madrasah Ibtidaiyyah, 2021, p. 26 – 27.

attention and treatment and build familiarity and good communication with the student so that they understand the needs of the student and minimize fear or shame which is a trigger for students to low of self- confidence.

Students with low self-confidence certainly have problems in themselves so they are not confident when speaking in English. Problems that usually arise according to Juhana, namely: fear of making mistakes, shyness, anxiety, lack of confidence, and lack of motivation. [25] Therefore, the right strategy to overcome the problems faced by students with low self- confidence is to find out the problems faced by students with low self- confidence then find solutions and give direction through interpersonal communication.

Based on the statement above, it can be concluded that a interpersonal communication can be used as a strategy in engaging students with low self-confidence by understanding student characteristics or finding out student problems that make they have low self-confidence which results in them not daring to appear speaking in English. When students have the courage to speak and interested to make interaction in class with speaking using English, it means that students are already engaged in learning speaking skill.

The third stratgey in engaging students with low self- confidence to participate in speaking class behaviorally, emotionally, and cognitively based on the results of interviews that have been presented in the findings section, namely create a sense of comfort for students with low self- confidence in learning speaking.

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[25]Juhana, *Psychological Factors that Hinder Students from Speaking in English (A Case Study in a Senior High School in South Tangerang, Banten, Indonesia),* Journal of Education and Practice (Vol 3, No 12, 2012), p.101-103.

Creating a sense of comfort is creating a comfortable, relaxed and enjoyable atmosphere and not feeling any pressure while studying. With a sense of comfort, students with low self- confidence feel comfortable following the learning process. To engage students with low self- confidence to speak in speaking class, one of the strategies that can be used is to create a sense of comfort for students.

Pressure is condition in which a person feels uncomfortable with all feelings and emotions that come from within themselves and from the environment.[26] In the world of education, especially in the subject of speaking skills, the usual thing makes students who lack confidence depressed in learning speaking skills. The causes of students who lack confidence in learning to speak according to Juhana are fear of making mistakes, shyness, anxiety that can make students depressed. Therefore, the right strategy to overcome the depressed student so that they feel relaxed and enjoyable is to create a sense of comfort atmosphere in the class.

Based on data from interview excerpts, sense of comfort can be classified into several categories, namely: Small study group, Sense of humor, Create familiarity between lecturer and students, Pay more attention, Interesting material, and Giving Apreciation and opportunity to asking.

By creating a comfortable atmosphere can make students with low self-confidence enjoying the learning process without fear and pressure that can affect their self-confidence in speaking.

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[26]Dr. Farahdissa, *Do you often feel depressed and insecure about needing to see a psychiatrist?* (Ministry of Health of the Republic of Indonesia: SehatQ) https://www.sehatq.com/forum/apakah-sering-merasa-tertekan-dan-insecure-perlu-ke-psikiater-q28120 (9 Dec 2020).

The fourth strategy is suggestion to practice strategy. Suggestion is the way in which a person influences others to be affected and follow a given view. Suggestion to practice strategy is a way to influence or invite students with low self- confidence to practice to improve speaking skills.

The key to improving students' speaking skill according to Kang Shumin namely **:** small talk by using simple expression in practice speaking and interactive activities by always making interaction using English in practice speaking. [27] It can be concluded that to improve students' speaking skill, namely by practicing so that the appropriate strategy is suggesting students with low self-confidence to practice.

The relationship between self-confidence and students' ability to speak is very close. If students have high self-confidence then they will dare to speak and vice versa. It can be seen that the factors that cause students to low of self- confidence are due to the factor of their knowledge and physicological about speaking skill. Therefore, the strategy carried out by the teachers is to provide suggestions to continue practicing. So that students can have knowledge to speak well which can support their physicological factors because the two run in direct line. So the right strategy to make students able to learn English speaking skill is to suggest continuing to learn and practice using English.

Based on the results of the interviews that have been presented, it is to engage students with low self- confidence in order to speak using English in speaking classes, namely by suggesting or inviting them to practice as often as possible and improve their speaking skill.

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[27] Kang Shumin, *Teaching Speaking*, in Jack and Willy (ed.), from book (Metodology in Language Teaching: An Anthology of Current Practice, 2002), p. 208-210.

The meaning of suggestion strategy is almost similar to motivating strategy but the suggestion to practice strategy in this research is more specific to invite students with low self- confidence to practice to develop students' speaking skill while motivating strategies aim to invite students to achieve goals in learning speaking skills. To achieve the goal, of course, students must be able to speak using English well and to achieve the speaking English well, students need to be suggested to continue practicing.

So as a conclusion the strategies to engage students with low self- confidence to learn speaking skill are motivating strategy, interpersonal communication strategy, create a sense of comfort strategy, and suggestion to practice strategy. These strategies have covered all the components in engagement students in learning, namely behavioral engagement, emotional engagement, and cognitive engagement.
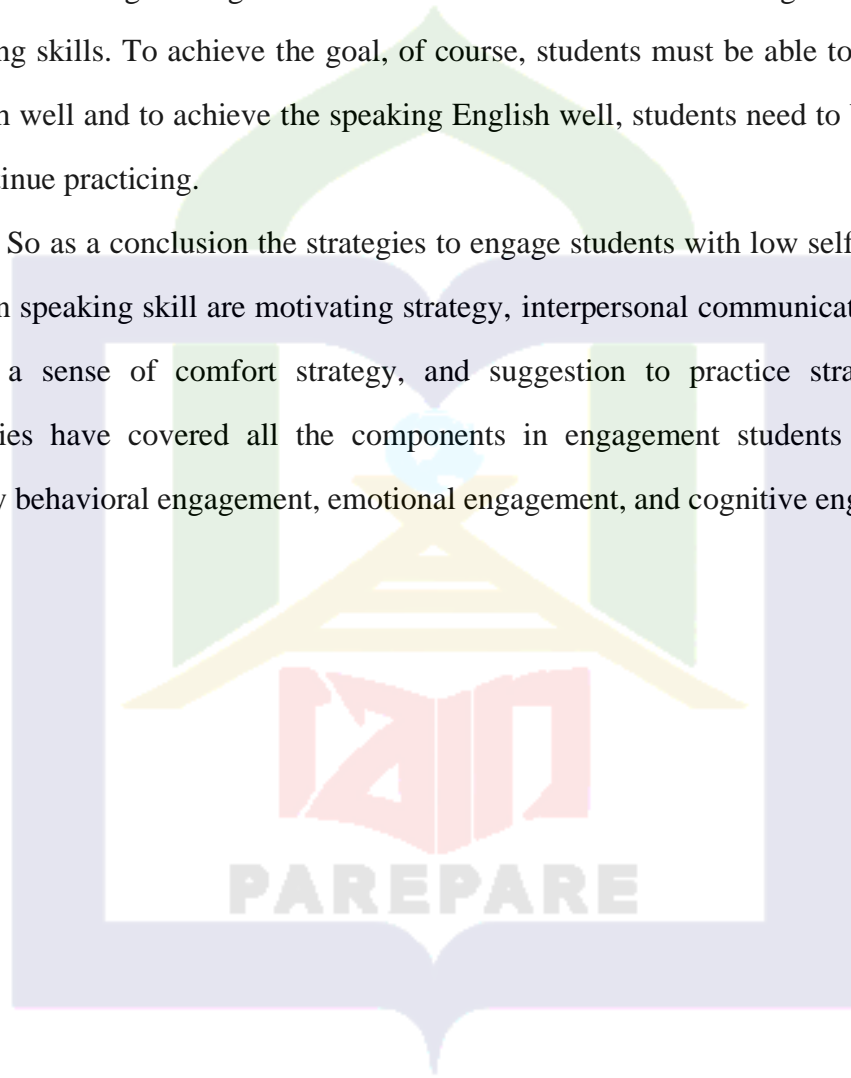
CHAPTER V
CONCLUSION AND SUGGESTION

A. Conclusion

Based on data analysis and discussion in the previous chapter which refers to research questions about lecturers strategies to engage students with low self-confidence to learn English speaking skill at IAIN Parepare. The strategies to engage students with low self- confidence to learn English speaking skill can be classified to some strategies : The first strategy is motivating, namely giving advice, give direction, convincing and showing real examples that can arouse enthusiasm for learning speakin skill. The second strategy is interpersonal communication, recognize problem and characteristics of the student with low self- confidence then solve, provide direction, and give guidance on the problems faced by the student. The third strategy is to create a comfortable atmosphere that can make students with low self-confidence enjoy the learning process without fear and pressure that can affect the self-confidence of students. The fourth strategy is to suggestion to practice by suggesting or inviting students with low self- confidence to practice as often as possible and improve their speaking skill.

B. Suggestions

Based on the conclusion above the researcher would like to suggest to students with low self- confidence to increase the confidence they have when speaking in English by instilling ten indicators of confidence. Then, the students must always be motivated to learn to understand the components of speaking and practice as often as possible in order to be able to develop in English speaking well so that it

can also support self-confidence because confidence and speaking ability are directly proportional.

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APPENDICES

ADMINISTRATION FORM

KEPUTUSAN
DEKAN FAKULTAS TARBIYAH
NOMOR : 1802 TAHUN 2021
TENTANG
PENETAPAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH
INSTITUT AGAMA ISLAM NEGERI PAREPARE

DEKAN FAKULTAS TARBIYAH

Menimbang	:	a.	Bahwa untuk menjamin kualitas skripsi mahasiswa Fakultas Tarbiyah IAIN Parepare, maka dipandang perlu penetapan pembimbing skripsi mahasiswa tahun 2021;
		b.	Bahwa yang tersebut namanya dalam surat keputusan ini dipandang cakap dan mampu untuk diserahi tugas sebagai pembimbing skripsi mahasiswa.
Mengingat	:	1.	Undang-undang Nomor 20 Tahun 2003 tentang Sistem Pendidikan Nasional;
		2.	Undang-undang Nomor 12 Tahun 2005 tentang Guru dan Dosen;
		3.	Undang-undang Nomor 12 Tahun 2012 tentang Pendidikan Tinggi;
		4.	Peraturan Pemerintah RI Nomor 17 Tahun 2010 tentang Pengelolaan dan Penyelenggaraan Pendidikan;
		5.	Peraturan Pemerintah RI Nomor 13 Tahun 2015 tentang Perubahan Kedua atas Peraturan Pemerintah RI Nomor 19 Tahun 2005 tentang Standar Nasional Pendidikan;
		6.	Peraturan Presiden RI Nomor 29 Tahun 2018 tentang Institut Agama Islam Negeri Parepare;
		7.	Keputusan Menteri Agama Nomor 394 Tahun 2003 tentang Pembukaan Program Studi;
		8.	Keputusan Menteri Agama Nomor 387 Tahun 2004 tentang Petunjuk Pelaksanaan Pembukaan Program Studi pada Perguruan Tinggi Agama Islam;
		9.	Peraturan Menteri Agama Nomor 35 Tahun 2018 tentang Organisasi dan Tata Kerja IAIN Parepare;
		10.	Peraturan Menteri Agama Nomor 16 Tahun 2019 tentang Statuta Institut Agama Islam Negeri Parepare.
Memperhatikan	:	a.	Surat Pengesahan Daftar Isian Pelaksanaan Anggaran Nomor: DIPA-025.04.2.307381/2021, tanggal 23 November 2020 tentang DIPA IAIN Parepare Tahun Anggaran 2021;
		b.	Surat Keputusan Rektor Institut Agama Islam Negeri Parepare Nomor: 140 Tahun 2021, tanggal 15 Februari 2021 tentang pembimbing skripsi mahasiswa Fakultas Tarbiyah IAIN Parepare Tahun 2021.

MEMUTUSKAN

Menetapkan	:	KEPUTUSAN DEKAN FAKULTAS TARBIYAH TENTANG PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH INSTITUT AGAMA ISLAM NEGERI PAREPARE TAHUN 2021;
Kesatu	:	Menunjuk saudara; 1. Dr. Zulfah, M.Pd.
		2. Drs. Ismail Latif, M.M

Masing-masing sebagai pembimbing utama dan pendamping bagi mahasiswa :

Nama	:	Nurhaliza
NIM	:	18.1300.060
Program Studi	:	Pendidikan Bahasa Inggris
Judul Skripsi	:	Teachers' Strategies To The Low-Confidence Students Of English Speaking In EFL Classroom At IAIN Parepare

Kedua	:	Tugas pembimbing utama dan pendamping adalah membimbing dan mengarahkan mahasiswa mulai pada penyusunan proposal penelitian sampai menjadi sebuah karya ilmiah yang berkualitas dalam bentuk skripsi;
Ketiga	:	Segala biaya akibat diterbitkannya surat keputusan ini dibebankan kepada anggaran belanja IAIN Parepare;
Keempat	:	Surat keputusan ini diberikan kepada masing-masing yang bersangkutan untuk diketahui dan dilaksanakan sebagaimana mestinya.

Ditetapkan di	:	Parepare
Pada Tanggal	:	13 Juli 2021

Dekan,

H. Saepuding

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PAREPARE
FAKULTAS TARBIYAH
Alamat : Jl. Amal Bakti No. 08 Soreang Parepare 91132 ☎ (0421) 21307 Fax.24404
PO Box 909 Parepare 91100, website: www.iainpare.ac.id, email: mail@iainpare.ac.id

Nomor   : B.4317/In.39.5.1/PP.00.9/10/2022
Lampiran : 1 Bundel Proposal Penelitian
H a l   : Permohonan Rekomendasi Izin Penelitian

Yth. Walikota Parepare
C.q. Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu
di,-

      Kota Parepare

Assalamu Alaikum Wr. Wb.

Dengan ini disampaikan bahwa mahasiswa Institut Agama Islam Negeri Parepare:

Nama	:	Nurhaliza
Tempat/Tgl. Lahir	:	Polmas, 6 Desember 1999
NIM	:	18.1300.060
Fakultas / Program Studi	:	Tarbiyah / Pendidikan Bahasa Inggris
Semester	:	IX (Sembilan)
Alamat	:	Sidodadi, Kec. Wonomulyo, Kab. Polman,
		Prov. Sulawesi Barat

Bermaksud akan mengadakan penelitian di wilayah Kota Parepare dalam rangka penyusunan skripsi yang berjudul **"Lecturers' Strategies In Engaging Students In Learning English Speaking Skill At IAIN Parepare (A Study Of Students With Low Self-Confidence)"**. Pelaksanaan penelitian ini direncanakan pada bulan Oktober sampai bulan November Tahun 2022.

Demikian permohonan ini disampaikan atas perkenaan dan kerjasamanya diucapkan terima kasih.

Wassalamu Alaikum Wr. Wb.

Parepare, 26 Oktober 2022
Wakil Dekan I,

Bahtiar

Tembusan :

1   Rektor IAIN Parepare
2   Dekan Fakultas Tarbiyah

PEMERINTAH KOTA PAREPARE
DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU

Jalan Veteran Nomor 28 Telp (0421) 23594 Faximile (0421) 27719 Kode Pos 91111, Email : dpmptsp@pareparekota.go.id

REKOMENDASI PENELITIAN
Nomor : 789/IP/DPM-PTSP/10/2022

Dasar :
1. Undang-Undang Nomor 18 Tahun 2002 tentang Sistem Nasional Penelitian, Pengembangan, dan Penerapan Ilmu Pengetahuan dan Teknologi.
2. Peraturan Menteri Dalam Negeri Republik Indonesia Nomor 64 Tahun 2011 tentang Pedoman Penerbitan Rekomendasi Penelitian.
3. Peraturan Walikota Parepare No. 23 Tahun 2022 Tentang Pendelegasian Wewenang Pelayanan Perizinan dan Non Perizinan Kepada Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu.

Setelah memperhatikan hal tersebut, maka Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu :

MENGIZINKAN

KEPADA

NAMA	:	**NURHALIZA**
UNIVERSITAS/ LEMBAGA	:	**INSTITUT AGAMA ISLAM NEGERI (IAIN) PAREPARE**
Jurusan	:	**PENDIDIKAN BAHASA INGGRIS**
ALAMAT	:	**SIDODADI, KEC. WONOMULYO KAB. POLEWALI MANDAR**
UNTUK	:	melaksanakan Penelitian/wawancara dalam Kota Parepare dengan keterangan sebagai berikut :

JUDUL PENELITIAN : **LECTURERS STRATEGIES IN ENGAGING STUDENTS IN LEARNING ENGLISH SPEAKING SKILL AT IAIN PAREPARE (A STUDY OF STUDENTS WITH LOW SELF-CONFIDENCE)**

LOKASI PENELITIAN : **INSTITUT AGAMA ISLAM NEGERI (IAIN) PAREPARE**

LAMA PENELITIAN : **28 Oktober 2022 s.d 28 November 2022**

a. Rekomendasi Penelitian berlaku selama penelitian berlangsung
b. Rekomendasi ini dapat dicabut apabila terbukti melakukan pelanggaran sesuai ketentuan perundang - undangan

Dikeluarkan di: **Parepare**
Pada Tanggal : **29 Oktober 2022**

KEPALA DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU KOTA PAREPARE

HJ. ST. RAHMAH AMIR, ST, MM
Pangkat : Pembina (IV/a)
NIP   : 19741013 200604 2 019

Biaya : Rp. 0.00

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PAREPARE
FAKULTAS TARBIYAH
Alamat : Jl. Amal Bakti No. 08 Soreang Parepare 91132 ☎ (0421) 21307 Fax.24404
PO Box 909 Parepare 91100, website: www.iainpare.ac.id, email : mail@iainpare.ac.id

SURAT KETERANGAN TELAH MENELITI
NOMOR : B.4865/In.39/FTAR.01/PP.00.9/ /12/2022

Yang bertanda tangan di bawah ini,

Nama	:	Bahtiar, M.A
NIP	:	19720505 199803 1 004
Pangkat/Golongan	:	Pembina / IV a
Jabatan	:	Wakil Dekan Bidang Akademik, Kemahasiswaan, Kelembagaan dan Kerjasama
Instansi	:	Institut Agama Islam Negeri Parepare

dengan ini menerangkan bahwa

Nama	:	Nurhaliza
NIM	:	18.1300.060
Fakultas/Prodi	:	Tarbiyah/ Pendidikan Bahasa Inggris
Alamat	:	Sidodadi, Kec. Wonomulyo, Kab. Polewali Mandar

Benar telah melakukan penelitian di Fakultas Tarbiyah Institut Agama Islam Negeri (IAIN) Parepare mulai bulan Oktober 2022 sampai dengan bulan November 2022, dengan judul penelitian "Lecturers Strategies In Engaging Students In Learning English Speaking Skill At IAIN Parepare(A Study Of Students With Low Self-Confidence)".

Demikian surat keterangan ini diberikan kepada yang bersangkutan untuk digunakan sebagaimana mestinya.

Parepare, 09 Desember 2022
Waki Dekan I,

Bahtiar

INSTRUMEN OF INTERVIEW

VALIDASI INSTRUMEN PENELITIAN SKRIPSI

NAMA MAHASISWA : NURHALIZA

NIM : 18.1300.060

FAKULTAS/PRODI : TARBIYAH/PENDIDIKAN BAHASA INGGRIS

JUDUL : LECTURERS' STRATEGIES IN ENGAGING STUDENTS IN LEARNING ENGLISH SPEAKING SKILL AT IAIN PAREPARE (A STUDY OF STUDENTS WITH LOW SELF-CONFIDENCE)

RESEARCH QUESTION : HOW DO LECTURERS ENGAGE STUDENTS WITH LOW SELF-CONFIDENCE TO LEARN ENGLISH SPEAKING SKILL AT IAIN PAREPARE?

RESEARCH OBJECTIVE **:** TO DESCRIBE LECTURERS STRATEGIES IN ENGAGING STUDENTS WITH LOW SELF-CONFIDENCE TO LEARN ENGLISH SPEAKING SKILL AT IAIN PAREPARE

INSTRUMENT : INTERVIEW

Instrument penelitian : wawancara

Format wawancara menurut Estenber dalam buku Sugiyono (2010 : 233) ada tiga yaitu terstruktur, semistruktur, dan tidak terstruktur. Teknik yang digunakan peneliti yaitu semi struktur untuk menemukan permasalahan lebih terbuka dan pihak yang diajak wawancara dimintai pendapat dan ide – idenya. Adapun pedoman wawancaranya sebagai berikut.

Untuk menjawab rumusan masalah pada penelitian yang bertujuan untuk mendeskripsikan bagaimana dosen mengikutsertakan / melibatkan mahasiswa yang kurang percaya diri untuk belajar keterampilan berbicara bahasa Inggris di IAIN Parepare. Adapun pertanyaannya sebagai berikut :

Pertanyaan berikut ditujukan kepada dosen speaking

A. **Pertanyaan yang terfokus pada bagian umum dari Student Engagement.**
1. Apakah dikelas yang anda ajar terdapat siswa yang kurang percaya diri yang perlu untuk di *engage* dalam belajar?
2. Hal – hal apa saja yang harus dimiliki seorang pengajar dalam meng-*engage* siswa yang kurang percaya diri dalam berbicara ketika belajar *speaking skill*? (kriteria)

B. **Pertanyaan yang terfokus pada The Students' Behavioural Engagement**

Pada bagian ini pertanyaan – pertanyaan yang di ajukan untuk menggambarkan bagaimana strategi yang digunakan dosen untuk melibatkan siswa yang kurang percaya diri dalam aspek behavioural engagement.

1. **Direction and Values** : Bagaimana anda mengarahkan siswa anda untuk mengetahui arah dan tujuan yang akan dicapai dalam belajar keterampilan berbicara?

2. **Motivation** : Bagaimana anda memotivasi siswa kurang percaya diri agar ter-motivasi dalam belajar keterampilan berbicara secara teratur ?

3. **Self- Awarness**: Bagaimana anda membangun self- awarness/ kesadaran diri siswa agar siswa mengetahui apa yang harus siswa lakukan dalam belajar keterampilan berbicara? (terorganisir)

4. **Flexibility in Behavior**: Bagaimana anda membangun siswa yang kurang percaya diri agar mampu menyesuaikan dirinya dalam setiap situasi atau mampu beradaptasi di situasi yang berbeda? (e.g ketika dia berada pada masa transisi SMA ke bangku kuliah yang di suasana SMA pelajaran yang diterima tidak terlalu kompleks sedangkan di bangku kuliah sudah memasuki materi yang mulai kompleks?)

5. Bagaimana anda membuat siswa yang kurang percaya diri agar tetap tertarik (staying on) belajar speaking skill?

6. Bagaimana anda membuat siswa yang kurang percaya diri untuk mau berlatih melakukan praktek berbicara sebelum masuk ke kelas sesuai materi yang akan di pelajari di kelas agar siswa lebih mengerti tentang materi yang akan di ajarkan? (mempelajari materi sebelum masuk ke kelas)

7. Bagaimana anda membuat siswa yang kurang percaya diri agar mau mencatat, memperhatikan, dan memahami materi speaking skill di kelas?

8. Bagaimana anda membuat siswa yang kurang percaya diri agar terpancing untuk berinteraksi/berbicara menggunakan bahasa Inggris dikelas?

C. **Pertanyaan yang terfokus pada The Students' Emotional Engagement**

1. Bagaimana anda membuat siswa yang kurang percaya diri merasa nyaman dalam belajar dan berinteraksi menggunakan bahasa inggris didalam kelas?

2. **Emotional Stability:** Bagaimana anda membuat siswa yang kurang percaya diri memiliki emotional yang stabil ketika berbicara? (tetap santai, tenang, tidak merasa gugup, malu, khawatir dan lain sebagainya)

3. **Positive Mind-Set**: Bagaimana anda membentuk siswa yang kurang percaya diri untuk memiliki positive mindset yaitu tetap optimis ketika menghadapi beberapa kendala dalam belajar keterampilan berbicara?

4. **Health and Energy:** Bagaimana anda menghadapi siswa yang merasa tertekan dalam belajar keterampilan berbicara bahasa Inggris sehingga mereka akan mendapat rasa sehat/nyaman dan energik serta menghargai atas kemampuan diri mereka sendiri?

5. **Willingness to Take Risks**: Bagaimana anda menanamkan kepada siswa anda untuk memiliki sifat untuk berani mengambil resiko dalam belajar keterampilan berbicara bahasa inggris? (Misalnya dalam berbicara bahasa inggris tentunya akan ada kritikan dari luar baik itu teman maupun guru, akan ada rasa malu ketika salah, dan lain sebagainya)

6. Bagaimana anda membuat siswa yang kurang percaya diri menjadi bahagia dan puas mengikuti pelajaran speaking skill**.**
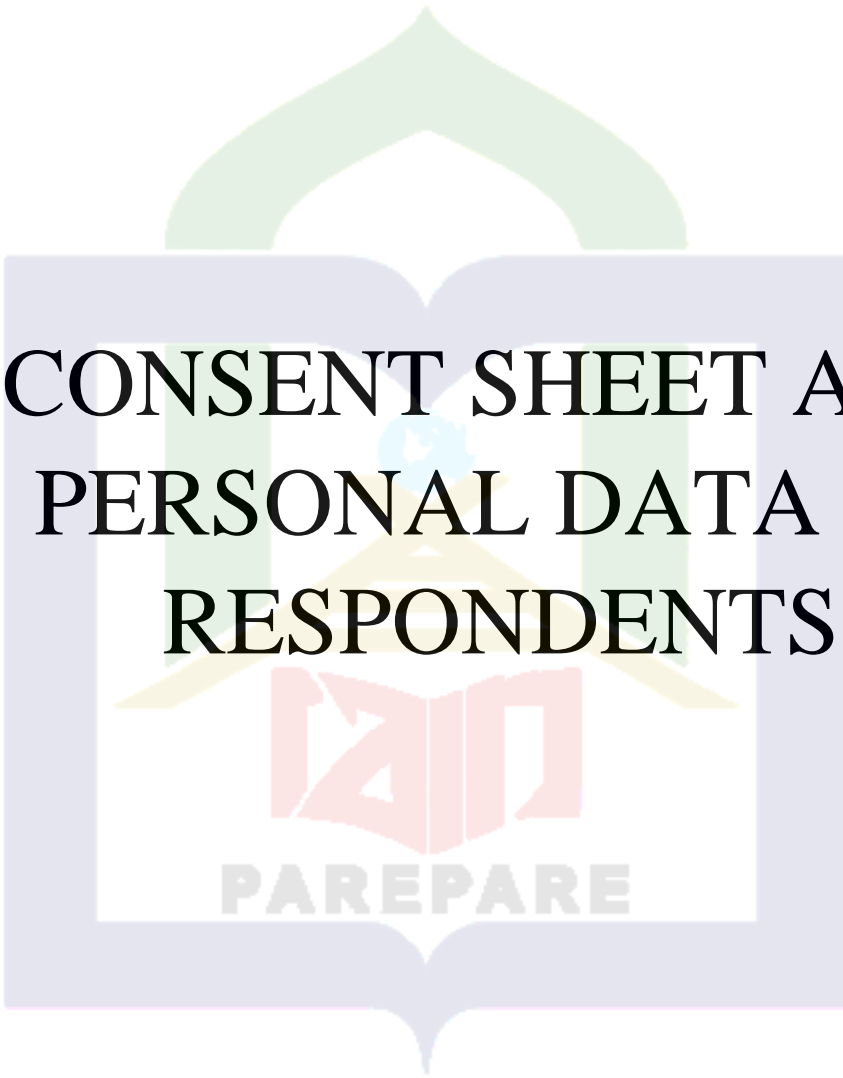
7. **Eagerness to Develop:** Bagaimana anda membangkitkan semangat siswa untuk terus mengembangkan keterampilan berbicara bahasa Inggris yang ia miliki serta menghindari sifat cepat puas atas pencapaian yang ia miliki dalam belajar keterampilan berbicara?

D. **Pertanyaan yang terfokus pada The Students' Cognitive Engagement**

1. **Sense of Purpose:** Bagaimana anda memberi pemahaman kepada siswa akan pentingnya tujuan yang akan dicapai dalam belajar keterampilan berbahasa Ingrris agar siswa terdorong untuk belajar dan mencapai tujuan tersebut?

2. Bagaimana anda mengarahkan agar siswa mengerjakan test speaking dengan baik di kelas?

3. Bagaimana anda menjadikan siswa agar mampu mendapat wawasan dan nilai yang bagus di kelas?

NOTE : Beberapa pertanyaan (10 pertanyaan) ada yang di awali dengan cetakan tebal yang berarti pertanyaan tersebut termasuk kedalam 10 indikator yang harus dimiliki siswa yang kurang percaya diri agar mampu menjadi percaya diri menurut teori : Kate Burton & Brinley Platts 2012.

CONSENT SHEET AND PERSONAL DATA OF RESPONDENTS

LEMBAR DATA DIRI DAN PERSETUJUAN RESPONDEN

Setelah memahami konsep dari penelitian ini, saya yang bertanda tangan di bawah ini,

Nama : Hj. Nurhamidah z

Umur : 49 thn

Alamat : Jl. Andi Cammi no. 86 Parepare

No. Telp : 081342521731

Profesi : Dosen

Menyatakan bersedia untuk menjadi responden dalam penelitian berjudul "Lecturers' Strategies in Engaging Students in Learning English Speaking Skill at IAIN Parepare (A Study of Students With Low Self-Confidence)" yang dilakukan oleh Nurhaliza, mahasiswa Tadris Bahasa Inggris, Fakultas Tarbiyah, Inatitut Agama Islam Negeri Parepare..

Demikian pernyataan ini dibuat dengan sesungguhnya dan tanpa paksaan dari pihak manapun.

Parepare, 8 November, 2022

Responden

(Hj. Nurhamidah. z)

XVII

LEMBAR DATA DIRI DAN PERSETUJUAN RESPONDEN

Setelah memahami konsep dari penelitian ini, saya yang bertanda tangan di bawah ini,

Nama : Nurul Hasanah

Umur : -

Alamat : Lompoe Mas Lapadde

No Telp : 0852 - 5517 - 2000

Profesi : Dosen

Menyatakan bersedia untuk menjadi responden dalam penelitian berjudul "Lecturers' Strategies in Engaging Students in Learning English Speaking Skill at IAIN Parepare (A Study of Students With Low Self-Confidence)" yang dilakukan oleh Nurhaliza, mahasiswa Tadris Bahasa Inggris, Fakultas Tarbiyah, Inatitut Agama Islam Negeri Parepare.

Demikian pernyataan ini dibuat dengan sesungguhnya dan tanpa paksaan dari pihak manapun.

Parepare, 17 November, 2022

Responden

(.....................................)

XVIII

LEMBAR DATA DIRI DAN PERSETUJUAN RESPONDEN

Setelah memahami konsep dari penelitian ini, saya yang bertanda tangan di bawah ini.

Nama   :   Yulie Asni

Umur   :   30 tahun

Alamat   :   Jln. A. M. Arsyad

No. Telp   :   082 347388113

Profesi   :   Dosen

Menyatakan bersedia untuk menjadi responden dalam penelitian berjudul "Lecturers' Strategies in Engaging Students in Learning English Speaking Skill at IAIN Parepare (A Study of Students With Low Self-Confidence)" yang dilakukan oleh Nurhaliza, mahasiswa Tadris Bahasa Inggris, Fakultas Tarbiyah, Institut Agama Islam Negeri Parepare.

Demikian pernyataan ini dibuat dengan sesungguhnya dan tanpa paksaan dari pihak manapun.

Parepare, 21 November, 2022

Responden

(..)

LEMBAR DATA DIRI DAN PERSETUJUAN RESPONDEN

Setelah memahami konsep dari penelitian ini, saya yang bertanda tangan di bawah ini,

Nama : Arqam

Umur : -

Alamat : Layadde Mas Blok LH.

No. Telp : 0811 461 413

Profesi : Dosen

Menyatakan bersedia untuk menjadi responden dalam penelitian berjudul "Lecturers' Strategies in Engaging Students in Learning English Speaking Skill at IAIN Parepare (A Study of Students With Low Self-Confidence)" yang dilakukan oleh Nurhaliza, mahasiswa Tadris Bahasa Inggris, Fakultas Tarbiyah, Institut Agama Islam Negeri Parepare.

Demikian pernyataan ini dibuat dengan sesungguhnya dan tanpa paksaan dari pihak manapun.

Parepare, 23 November, 2022

Responden

(ARQAM)

LEMBAR DATA DIRI DAN PERSETUJUAN RESPONDEN

Setelah memahami konsep dari penelitian ini, saya yang bertanda tangan di bawah ini,

Nama : Nur Aziza

Umur : –

Alamat : Jl. Lanyar. Lapadde

No. Telp : 0813 5562 0621

Profesi : Dosen

Menyatakan bersedia untuk menjadi responden dalam penelitian berjudul "Lecturers' Strategies in Engaging Students in Learning English Speaking Skill at IAIN Parepare (A Study of Students With Low Self-Confidence)" yang dilakukan oleh Nurhaliza, mahasiswa Tadris Bahasa Inggris, Fakultas Tarbiyah, Institut Agama Islam Negeri Parepare.

Demikian pernyataan ini dibuat dengan sesungguhnya dan tanpa paksaan dari pihak manapun.

Parepare, 28 November, 2022

Responden

(Nur Aziza)

INTERVIEW RESULT

Interview Result

The 1st Respondent

Researcher **: Pertanyaan Yang Terfokus Pada Bagian Umum Dari Student Engagement.** Yang pertama apakah dikelas yang anda ajar terdapat siswa yang kurang percaya diri yang perlu untuk di *engage* dalam belajar?

Respondent **:** Pasti, hampir semua kelas speaking itu majority on it. Saya tidak bisa memberikan persen tapi hampir keseluruhan mahasiswa kurang percaya diri ketika mereka belajar speaking.

Researcher **:** Hal – hal apa saja yang harus dimiliki seorang pengajar dalam meng-*engage* siswa yang kurang percaya diri dalam berbicara ketika belajar *speaking skill*? (kriteria)

Respondent : Yang harus dimiliki seorang guru dalam meng-angage siswa yaitu yang ke-1 Seorang dosen tidak mungkin bisa memberikan engagement kepada siswanya apabila dosen itu juga less of the self- confidence jadi hanya dosen yang sangat percaya diri yang bisa memberikan engament kepada mahasiswa, yakan begitu karena berangkat dari situ dulu apabila dosen itu memiliki rasa percaya diri yang tinggi maka itu akan memudahkan dia memberikan engament kepada siswa apa saja yang harus dikuasai didalam berbicara, aspek apa saja yang perlu diperhatikan dan seterusnya itu pasti. Kemudan yang ke-2 adalah skill dosen itu sendiri terhadap speaking, iyakan karena tidak mungkin seorang dosen memberikan engament kalau kemampuan speakingnya juga standar. Nah itu sih yang paling fundamental yang lain – lain itu yah hanya sekedar pendukung saja. Contoh yang saya maksud pendukung itu ialah misalnya ya ketika seorang dosen menganggap bahwa mengajar itu sebuah ibadah ya maka tentulah dia akan memberikan yang terbaik kepada mahasiswanya termasuk ingin melihat siswanya bisa menguasai skill speaking, nah itu.

Researcher : **Bgian B Pertanyaan terfokus pada The Students' Behavioural Engagement.** Pertama **Direction and Values** : Bagaimana anda mengarahkan siswa anda untuk mengetahui arah dan tujuan yang akan dicapai dalam belajar keterampilan berbicara?

Respondent : Yah ini tidak terlepas dari silabus lah gitu, jadi untuk mengarahkan mahasiswa apa dan tujuan apa yang akan dicapai di dalam keterampilan berbicara atau speaking skill itu yah tergantung pada silabus yang sudah dibuat oleh dosen, begitu. Apa yang termaktur di dalam silabus nah itulah yang tercantum di dalam silabus itulah yang menjadi panduan dosen untuk mengarahkan mahasiswa. Oke kita tahu bahwa speaking itu sebenarnya bertingkat untuk diperguruan tinggi saja di IAIN Parepare itu kalau tidak salah itu ada tiga kelas yah tiga level speaking ada interactive speaking okey, ada intensive speaking yang paling mudah, extensive speaking. Sebenarnya untuk level speaking itu ada dibagi kedalam 5 level mulai dari imitative speaking, kemudan intensive speaking, responsive speaking, interactive speaking, kemudian masuk ke extensive speaking. Untuk kurikulum pendidikan bahasa inggris di tarbiyah itu karena ada 3 kelas berarti ada 6 sks itu dibagi kedalam 3 pertemuan 3 kelas, nah yang kita pake itu adalah intensive, interactive, dan extensive speaking, nah itu. Nah sekarang bagaimana mengarahkan mahasiswa yah tergantung kelasnya dia masuk dikelas mana. Interactive speaking? Oke kalau interactive speaking lihat silabusnya apasih tujuan di dalam at the end of the class objectives learningnya apa di kelas interactive speaking itu? Yang termaktub di dalam itulah yang harus dicapai untuk mencapainya ya tentu dosen harus mengarahkan mahasiswa, ini loh yang harus kamu kuasai

Researcher : Yang kedua **Motivation** : Bagaimana anda memotivasi siswa kurang percaya diri agar ter-motivasi dalam belajar keterampilan berbicara secara teratur ?

Respondent : Pertama yang harus dilakukan adalah seorang dosen yah yang saya lakukan yah dikelas yang pertama saya meyakinkan siswa dulu bahwa mereka bisa , meyakinkan mahasiswa bahwa mereka bisa okey itu dulu. Kalau mereka percaya bahwa mereka bisa maka mereka akan mau melakukan, setelah meyakinkan mahasiswa bahwa mereka bisa berbicara sebenarnya itu gampang karena dari 4 skill bahasa speakinglah yang tingkatanya paling mudah ituh. Kalau saya sebagai dosen sudah merasa sudah ada signal dari mahasiswa bahwa mereka sudah mau sudah percaya pada dirinya sebenarnya saya bisa maka langkah berikut yang saya lakukan itu adalah meminta mereka untuk menonton, banyak melihat, banyak mendengar jadi banyak melihat dan mendengar dulu lah sebelum meraka saya suruh untuk berbicara yang saya sarankan kepada mereka adalah banyak melihat dan mendengar. Bagaimana melihat dan mendengarnya? Untuk melihat mungkin dia menonton nonton film, untuk menonton itu saya sarankan kepada mahasiswa itu kalau mau menonton nontonlah film – film drama okey. Drama, kenapa drama? Karena di drama itu kan realitas kehidupan yah dan itu banyak nanti yang mereka adopsi untuk bercakap sehari – hari, okey? Mendengar mungkin dari musik, dari lagu – lagu atau dari mana saja atau bisa juga saya suruh menonton itu mungkin menonton berita jadi itu setelah meyakinkan mahasiswa bahwa mereka bisa baru saya meminta mereka untuk mencoba mendengar dan melihat dulu, setelah itu baru eksekusi praktek . nah bagaimana caranya mengeksekusi praktek? Yah kalau mereka masi malu – malu ah biasasanya saya memberikan motivasi ambil cermin lihat dirimu didepan cermin dan say something in english and then you can see, record your voice itu

langkah kedua praktekkan didepan cermin setelah itu record your voice and then you can play again what is wrong with of the pronounciation, of the construct of the sentence that you made adakah yang keliru structure nya atau gimana nah itu. Kalau mereka sudah melakukan itu saya yakin mahasiswa pasti sudah bisa.

Researcher : Ketiga, **Self- Awarness**: Bagaimana anda membangun self-awarness/ kesadaran diri siswa agar siswa mengetahui apa yang harus siswa lakukan dalam belajar keterampilan berbicara?

Respondent : Salah satunya itu tadi yang terakhir tadi itu say something in english in front of the mirror and than you can see the way that you produce the vocabulary, the words, or the way that you constract the sentences in english and than the way you perform ah itu. Kalau mereka sudah lakukan itu dan mereka sudah melihat bahwa ternyata vocab yang saya ucapkan sudah banyak yang benar daripada yang salah, construct kalimat yang saya buat ternyata sudah benar secara grammatical, ada yang salah tapi sedikit nah itu akan bisa menumbuhkan kesadaran dirinya bahwa wisss ternyata saya juga bisa, itu.

Researcher : Keempat, **Flexibility in Behavior**: bagaimana anda membangun siswa yang kurang percaya diri agar mampu menyesuaikan dirinya dalam setiap situasi atau mampu beradaptasi di situasi yang berbeda? (e.g ketika dia berada pada masa transisi SMA ke bangku kuliah yang di suasana SMA pelajaran yang diterima tidak terlalu kompleks sedangkan di bangku kuliah sudah memasuki materi yang mulai kompleks?)

Respondent : Sebenarnya kalau untuk pertanyaan ini adalah involving students in the sentence contex sebenarnya kalau untuk pertanyaan ke-4 ini. Jadi bagaimana caranya membawa siswa bringing to the students into real contex salah satu cara yang dilakukan oleh dosen itu mungkin membuat situasi didalam kelas ketika mengajar let's say make a role

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play itu salah satu cara yang baik sebenarnya. Jadi membuat role play mendudukkan mahasiswa disatu konteks tertentu dalam suasana tertentu itu sangat – sangat baik sekali sehingga nanti ketika dia benar – benar berada pada real situasi seperti yang dia simulasikan dalam kelas itu akan membantu dia untuk membangun dirinya bahwa kan sama ji. Contoh yang saya lakukan dikelas ini sekarang dikelas interactive speaking sekarang yah yang saya ajar, okey. Jadi saya minta mahasiswa untuk menjawab beberapa pertanyaan – pertanyaan yang ada di IELTS pertanyaan speaking yang ada di IELTS. Jadi itu yang saya bawa ke real situation. Ada satu pertanyaan di speaking IELTS itu bicara tentang favorite restaurant okey. Two of my student answer the quastion what is your favorite restaurant that you like to visit mostly? Ada yang menjawab Beringin ah okey. I like beringin. Pada saat itu saya bilang bahwa sebenarnya untuk membahas tentang favorite restaurant ambillah dulu yang umum karena not all people know what is Beringin the location saya sendiri yang orang Parepare tidak tahu apa itu Beringin. Nanti dia bilang Beringin located in near on Cempae and then I related oh iya disana memang banya (café and resto). Jadi ketika dia praktek maka kita memberikan situasi bahwa kalau nanti next time kamu diwawancara dengan pertanyaan what is you favorite restaurant that you liked to visit most, jangan jawab brand okey. Karena ini coba think globally dulu berfikir secara global. Contohnya kalian berfikir secara global you may say don't say direcly like I love Beringin but probably the first sentence that you produce you may say I love the local restourant because I am Indosensian I love indonesian food, itu dulu dimulainya dari itu dulu think globally anggap saja yang tanya kamu ini orang Asing. Kalau kamu menjawab Beringin everibody will confused but if you say okey I am Indonesian I love Indonesian food so I love indonesian restaurant. One of the my

favorite restaurant in Parepare is Beringin, nah itu baru begitu caranya. Jadi untuk meningkatkan apanamanya ini membangun kepercayaan diri untuk menyesuaikan diri siswa didalam sebuah situasi biasanya saya langsung praktikkan ada role play oke.

Researcher : Kelima, bagaimana anda membuat siswa yang kurang percaya diri agar tetap tertarik (staying on) belajar speaking skill?

Respondent : Agar siswa tetap tertarik belajar speaking maka materi – materi yang saya bahas biasanya di dalam kelas interactive yah, materi – materinya saya ambil dari materi IELTS yang autentik artinya bahwa okey hari ini you learn about interactive speaking but simulteounesly you learn about IELTS you learn about how to master IELTS on speaking section, nah begitu. Jadi mereka tetap bersemangat karena topik – topik yang di angkat itu adalah topik – topik yang biasanya diujikan di dalam tes – tes Cuma sekarang saya pakai IELTS bukan TOEFL lagi.

Researcher : Keenam, bagaimana anda membuat siswa yamg kurang percaya diri untuk mau berlatih melakukan praktek berbicara sebelum masuk ke kelas sesuai materi yang akan di pelajari di kelas agar siswa lebih mengerti tentang materi yang akan di ajarkan? (mempelajari materi sebelum masuk ke kelas)

Respondent : Saya paksa, give the chance so everybody need to say something in English. I will not compromise for the students who didn't want to say. Jadi sebenarnya itu bentuk pemaksaan si sebenarnya cuman tidak dipaksa secara langsung yah. Jadi semua punya kesempatan untuk berbicara, everybody must gitu semua harus bisa. Mungkin yang naik pertama dulu yang memang self- confidencenya tinggi nanti di ikuti berikutnya, berikutnya, dan berikutnya sampai pada akhirnya all speaking. Kalau memang ada yang tidak mau speaking up saya ancam bahwa kamu tidak akan lulus untuk ujian mata kuliah interactive speaking. Kalau none of the sentences produce by your mouth.

Researcher : Ketujuh, bagaimana anda membuat siswa yang kurang percaya diri agar mau mencatat, memperhatikan, dan memahami materi speaking skill di kelas?

Respondent : Saya tidak pernah melakukan ini karena selama saya mengajar semua mata mahasiswa menuju ke saya. Saya tidak pernah memaksa oaahh catat ini, perhatikan ini karena every single time I delivered the material so everybody pay attantion to me, so I never intrupt that hey pay attention please, no karena at the beginning of the classroom they pay attention okey.

Researcher : Kedelapan, bagaimana anda membuat siswa yang kurang percaya diri agar terpancing untuk berinteraksi/berbicara menggunakan bahasa Inggris dikelas?

Respondent : Yah dengan tugas pastinya, dengan role play tadi itu dengan simulasi role play ketika mereka didudukkan pada satu situasi tertentu okey put the students on the certain contex so itu biasanya memancing mereka untuk berbicara even some pasti ada reaksinya lah ada feedback dari mahasiswa even that they use in bahasa or they combine with english but they give a response. Jadi salah satu cara untuk mendapatkan response dari mahasiswa dudukkan mereka pada sebuah contex tertentu and buat sebuah persoalan atau apalah dilema kemudian let them think what should be do if we with the condition lah. Okey, if someone ask you about this what are you going to say, give the answer nah itu maksudnya begitu. Jadi cara supaya mereka bisa merespon terpancing untuk bereaksi untuk berbicara maka yah berikan dia konteks tertentu untuk mendapatkan feedback dari mereka pasti dia merespon itu.

Researcher : Bagian C **Pertanyaan terfokus pada The Students' Emotional Engagement**. Pertama, bagaimana anda membuat siswa yang kurang

percaya diri merasa nyaman dalam belajar dan berinteraksi menggunakan bahasa inggris didalam kelas?

Respondent : Salah satu cara yang dilakukan adalah memberikan topik – topik bahasan di dalam speaking itu yang familiar dengan dirinya maksudnya sesuai dunianya so do not discuss anything a certain topic that which is beyond of the students world gitu. Jadi jangan pernah membahas atau mendiskusikan sesuatu yang diluar dunia mahasiswa ah itu. Makanya biasa kalau mau menentukan topik – topik bahaan kemahasiswa itu let say yang sering dijadikan topik – topik bahasan diskusi yang hangat – hangat yang memang ada di dunia mahasiswa contohnya apa future planning perencanaan mahasiswa itu pasti itu makanya setiap masuk kelas itu selalu itu saya menyinggung future planning so you need to set you future planning okey, you need to finish your scholl as soon as possible, you need to ah yang gitu – gitu itu pasti menarik bagi mereka so you need to set your plan what you are going to do after getting married okey. What a certain of characteristic of the good wife or good husband that you really want to, kaya gitu – gitu itu dunia mahasiswa itu. Jadi kalau supaya mereka merasa nyaman belajar berinteraksi menggunakan bahasa Inggris ambil masalahnya mahasiswa, itu.

Researcher : Kedua, **Emotional Stability:** Bagaimana anda membuat siswa yang kurang percaya diri memiliki emotional yang stabil ketika berbicara? (tetap santai, tenang, tidak merasa gugup, malu, khawatir dan lain sebagainya).

Respondent : **Paling yang saya lakukan dikelas itu paling menenangkan mereka** misalnya mahasiswa yang cepat ngomong itu sampai terengah – engah ada beberapa itu setelah saya selidiki ternyata dia punya kelainan emosional dia cepat gugup, dia waktu kecil biasanya ada traumatik kecil nah apa yang saya lakukan pernah saya dapat

mahasiswa begitu **apa yang saya lakukan menyuruh dia untuk tenang dulu menarik nafassnya, mengatur nafas dengan baik baru berbicara** tapi setelah saya selidiki ternyata betul ada traumatik masa kecil karena biasanya orang yang begitu berbicara itu yang sampai banyak yang mau dia ngomong sampai loncat – loncat dan kelihatan itu ritma suaranya sudah tidak beraturan biasanya punya traumatik waktu kecil itu.

Researcher : Ketiga, **Positive Mind-Set**: Bagaimana anda membentuk siswa yang kurang percaya diri untuk memiliki positive mindset yaitu tetap optimis ketika menghadapi beberapa kendala dalam belajar keterampilan berbicara?

Respondent : Salah satu caranya adalah meyakinkan mereka bahwa mereka bisa. Kalimat apa yang biasanya saya ucapkan dikelas yah volume otak orang itu dengan volume otak anda sama beratnya okey bedanya dimana? Otak mereka itu mereka pakai berfikir otak kamu tidak pakai mikir sehingga kemampuan mereka lebih banyak dibanding kemampuan kamu. Kalau kita berfikir sama kencangnya dengan cara mereka berfikir maka pasti usaha yang kamu dapatkan pasti sama dengan usaha mereka. Itu yang selalu saya bilang sama mereka bahwa sebenarnya anda ini punya kesempatan bisa duduk menjadi international student tergantung bagaiman anda berusaha menjadi benar – benar international students. Nah biasanya kalimat itu yang keluar dari mulutku itu ke mahasiswa supaya mereka punya positive mind- set bahwa sebenarnya mereka bisa.

Researcher : Keempat, **Health and Energy:** Bagaimana anda menghadapi siswa yang merasa tertekan dalam belajar keterampilan berbicara bahasa Inggris sehingga mereka akan mendapat rasa sehat/nyaman dan energik serta menghargai atas kemampuan diri mereka sendiri?

Respondent : Saya tidak pernah melakukan ini, saya tidak bisa menjawab karena yang saya dapatkan informasi dari mahasiswa, mahasiswa yang ketemu sama saya rata – rata tertekan termasuk anda kan.

Researcher : Kelima, **Willingness to Take Risks**: Bagaimana anda menanamkan kepada siswa anda untuk memiliki sifat untuk berani mengambil resiko dalam belajar keterampilan berbicara bahasa inggris? (Misalnya dalam berbicara bahasa inggris tentunya akan ada kritikan dari luar baik itu teman maupun guru, akan ada rasa malu ketika salah, dan lain sebagainya)

Respondent : Biasanya meyakinkan mereka bahwa mereka sebenarnya bisa itu so they can do that dan saya sudah melakukannya dalam aksi contoh ada beberapa mahasiswa alumni sekarang sudah jadi dosen itu takut sekali test TOEFL dengan alasan nanti skorku rendah, inilah, itulah. Apa yang saya lakukan untu meyakinkan dia, saya tanya kamu tidak punya uang kah? Katanya adaji mam. Kalau kamu tidak punya uang saya bayarkan kamu setengah kalau kamu tidak punya uang. Dia bilang adaji mam kalau uang Cuma saya takut nanti kalau nilai TOEFL ku yang rendah. Bagaimana kamu bisa tahu kalau rendah kalau kamu tidak pernah mencoba?, akhirnya dia mau mendaftar TOEFL dan apa yang terjadi TOEFL- nya di atas 450 sementara standarisasi untuk IELTS untuk keluar negeri waktu itu 450 dan dia mendaftar beasiswa dan lulus, nah itu yang pernah saya lakukan yah beranilah mengambil resiko begitu. Kamu pasti bisa kalau kamu tidak pernah mencoba maka kamu tidak akan pernah tahu bisa kah atau tidak gitu.

Researcher : Keenam, bagaimana anda membuat siswa yang kurang percaya diri menjadi bahagia dan puas mengikuti pelajaran speaking skill**?**

Respondent : Saya tidak pernah mencari tahu apakah mahasiswa saya bahagia dan puas mengikuti pelajaran speaking jadi saya nda bisa jawab ini karena saya tidak pernah mencari tahu apakah mahasiswa saya bahagia atau

menderita mengikuti pelajaran speaking karena satu yang saya perpegangi saja di dalam kelas adalah kau masuk saja di dalam kelas speaking maka kamu harus bisa speaking kalau tidak bisa speaking kamu tidak lulus, that's it jadi saya nda mau tahu apakah dia menderita ataukah dia bahagia I don't know karena saya tidak peduli apakah dia bahagia dan puas dengan pelajaran itu makanya saya tidak pernah memberikan treatment oke.

Researcher : Ketujuh, **Eagerness to Develop:** Bagaimana anda membangkitkan semangat siswa untuk terus mengembangkan keterampilan berbicara ahasa Inggris yang ia miliki serta menghindari sifat cepat puas atas pencapaian yang ia miliki dalam belajar keterampilan berbicara?

Respondent : Selalu saya bilang ke mahasiswa dan semuanya saya kira yah jangan merasa puas dengan yang ada sekarang harus mencoba yang baru dan selalu saya bilang ke mahasiswa karena kita ini terlahir bukan dari orang yang berada maka salah satu cara unntuk meningkatkan diri kita adalah kapasitas kita capacity building kita itu adalah dengan mendapatkan beasiswa itu jalan satu – satunya karena kalau anda mau dipaksa untuk keluar negeri kuliah dengan biaya sendiri itu nonsense okey? Selalu saya bilang ke mahasiswa untuk mendapatkan kesempatan – kesempatan itu perlu ekstra keras lagi perlu lebih punya ekstra working dibanding yang lain yang memang sudah punya uang yang bisa jalan sendiri anda nda bisa jalan kalau nda ada beasiswa jadi sperti ituji yang selalu saya semangati itu dan saya selalu memberikan contoh bahwa anak – anak pinrang sudah bisa jadi dosen dimana gitu anak yang dari daerah ini. Jadi artinya bahwa semua punya kesempatan yang sama tinggal usahanya.

Researcher : Bagian D **The Students' Cognitive Engagement**. **Sense of Purpose:** pertama, **b**agaimana anda memberi pemahaman kepada siswa akan pentingnya tujuan yang akan dicapai dalam belajar

keterampilan berbahasa Ingrris agar siswa terdorong untuk belajar dan mencapai tujuan tersebut?

Respondent : Kelas ini kan kelas pendidikan bahasa inggris yah, selalu saya bilang kepada mahasiswa this is your major because this is your major you need to have a skill on it not only on speaking but the four skills and the three element of the language so listening, speaking, reading, and writing and also the three elements of the language pronounciation, vocabulary, and grammar so seven of this aspects will to be master if you want to be a professional alumni of english education of course. Jadi selalu saya berikan kesadaran sama mahasiswa itu bahwa ini loh jurusan mu tolong deh, begitue. Jangan jadi mahasiswa yang nanti selesai menjadi mahasiswa yang biasa – biasa saja begitu hanya ijazahnya yang menunjukkan bahasa orangnya tidak. Saya tidak tahu ini sebuah pemahaman atau sebuah ceramah I don't know but that is the way I say.

Researcher : Kedua, bagaimana anda mengarahkan agar siswa mengerjakan test speaking dengan baik di kelas?

Respondent : Setiap tes sudah ada petunjuk yah, biasanya saya bilang kemahasiswa baca petunjuknya baik – baik. Kerjakan tes-nya sesuai dengan petunjuk soal dan biasanya mereka tidak ada kesulitan di dalam pengerjaan soal speaking. Biasanya, mostly tidak ada masalah karena mereka sudah tahu kok.

Researcher : Ketiga bagaimana anda menjadikan siswa agar mampu mendapat wawasan dan nilai yang bagus di kelas?

Respondent : Biasanya soal – soal yang saya ambil itu saya adopsi dari soal – soal TOEFL atau soal – soal IELTS tentu saja karena standar soalnya yang tarafnya internasional maka mau tidak mau suka tidak suka mahasiswa pasti harus – harus meningkatkan wawasannya kalau tidak yah tidak mampu menjawab soal TOEFL dan IELTS seperti itu jadi saya nda

perlu mengarahkan lagi karena soal yang saya gunakan sudah memakai standar internasional apakah saya adopsi dari soal TOEFL atau IELTS that is it. Kalau soalnya sudah sperti itu maka mau tidak mau wawasan harus luas.

The 2nd respondent

Researcher : Jadi terimakasih atas waktunya mam, saya akan menanyakan beberapa pertanyaan mengenai strategi untuk meng-engage siswa yang kurang percaya diri dalam speaking jadi bagian **A pertanyaan yang terfokus pada bagian umum dari student engament** nomor satu apakah dikelas yang anda ajar terdapat siswa yang kurang percaya diri yang perlu untuk di *engage* dalam belajar?

Respondent : Wah banyak sekali sebenarnya, ada yang betul – betul kuat dalam speaking mungkin hanya dibawah 50% jadi di atas 50% harus di engage untuk berani speaking.

Researcher : Dan pertanyaan kedua hal – hal apa saja yang harus dimiliki seorang pengajar dalam meng-*engage* siswa yang kurang percaya diri dalam berbicara ketika belajar *speaking skill*? (kriteria)

Respondent : Manajemen kelas, jadi bagaimana kita mengatur kelas e… supaya menghadirkan kenyamanan bagi peserta didik untuk berbicara. Yang kedua itu tehnik mengajar, jadi bagaimana tehnik mengajar speaking itu bisa meningkatkan motivasi siswa dalam berbicara misalnya waktu saya mengajar itu fokus pada part A dan Part B IELTS jadi sekaligus memperkenalkan IELTS e…. mahasiswa merasa butuh tentang hal itu merasa ingin tahu nah mereka akan lebih tertarik untuk ngomong karena merasa butuh akan hal itu jadi meningkatkan kebutuhan siswa terhadap materi.

Researcer : Jadi itu saja? Ya beralih ke pertanyaan **B yang terfokus pada Students' Behavioural Engagement.** Yang pertama itu adalah bagaimana anda mengarahkan siswa anda untuk mengetahui arah dan tujuan yang akan dicapai dalam belajar keterampilan berbicara? (**Direction and Values**)

Respondent : Jadi di awal kelas di awal pertemuan kan sudah disampaikan dalam 16 pertemuan kedepan selama satu semester ini ini ini yang akan dipelajari nah materi itu dibagikan judul – judul materi itu dibagikan kemahasiswa jadi mahasiswa sudah tahu apa yang akan dibahas dan tiap kelas a…. tiap pertemuan kan sudah ada judulnya disampaikan lagi tujuan dari pertemuan ini yah ini jadi mahasiswa terikat. Kemudian disampaikan pula langkah – langkahnya jadi waktu itu saya bagi e… saya bikinkan tema masing – masing m… setiap siswa e…. ngomong ini temanya silahkan berbicara sesuai tema tersebut.

Researcher	:Pertanyaan yang kedua **Motivation** : Bagaimana anda memotivasi siswa kurang percaya diri agar ter-motivasi dalam belajar keterampilan berbicara secara teratur ?
Respondent	: Secara teratur yah? Yah harus disampaikan pentingnya kita percaya diri karena percaya diri itu lebih penting daripada pengetahuan. Banyak orang yang e…. lebih tahu tapi tidak lebih pede nah yang lebih PD ini yang lebih maju. Jadi speaking itu practice makes improvement bukan practice makes perfect jadi ketika practice, practice, practice maka there is improvement. Jadi itu yang saya ulang practice makes improvement.
Researcher	: Okey yang ketiga **Self- Awarness**: Bagaimana anda membangun self- awarness/ kesadaran diri siswa agar siswa mengetahui apa yang harus siswa lakukan dalam belajar keterampilan berbicara? (terorganisir)
Respondent	: Mengutarakan pentingnya untuk praktik kembali lagi mengutarakan pentingnya jadi kedepan itu anak terutama pendidikan bahasa inggris anak mahasiswa pendidikan bahasa Inggris itu value pertama yang dilihat oleh masyarakat bagaimana mereka berbicara jadi silahkan sadar diri mawas diri bahwa kalian harus meningkatkan keterampilan berbicara karena itulah yang pertama kali dilihat ketika kita terjun ke masyarakat.
Researcher	: Pertanyaan yang ke 4 **Flexibility in Behavior**: Bagaimana anda membangun siswa yang kurang percaya diri agar mampu menyesuaikan dirinya dalam setiap situasi atau mampu beradaptasi di situasi yang berbeda? (e.g ketika dia berada pada masa transisi SMA ke bangku kuliah yang di suasana SMA pelajaran yang diterima tidak terlalu kompleks sedangkan di bangku kuliah sudah memasuki materi yang mulai kompleks?)
Respondent	: Adaptasi itu pembiasaan diri jadi memang dari dirinya sendiri caranya dosen paling e… menyediakan suasana supaya mereka merasa nyaman beradaptasi contohnya dalam kelas dibagi menjadi kelompok – kelompok kecil nah ketika mungkin kelompok kecil lebih sedikit orang yang melihat berinteraksi dengan lebih sedikit orang mungkin lebih nyaman baginya untuk beradaptasi dengan lingkungan yang lebih kecil itu. Jadi mulai dengan lingkungan yang kecil.

Researcher	: Kemudian yang ke-5 Bagaimana anda membuat siswa yang kurang percaya diri agar tetap tertarik (staying on) belajar speaking skill?
Responden	: Praktek sendiri, jadi tidak semuanya tidak semua tugas dilakukan m… jadi speaking itu tidak semuanya nda selalu nda melulu tampil didepan kelas jadi tampil dalam kelompok – kelompok kecil 4 orang 3 3 orang terus tidak melulu offline jadi bisa kumpul tugas jadi ini namanya tugas mandiri, tugas mandiri itu mereka kumpul tugas di edlink nah ketika mereka sendiri biasanya lebih PD merekam diri sendiri jadi ada yang tampil dikelas ada juga yang tampil dalam kelompok kecil ada juga yang tampil di depan kamera mengumpulkan tugas. Semua langkah itu patut di coba.
Researcher	:Bagaimana anda membuat siswa yang kurang percaya diri untuk mau berlatih melakukan praktek berbicara sebelum masuk ke kelas sesuai materi yang akan di pelajari di kelas agar siswa lebih mengerti tentang materi yang akan di ajarkan? (mempelajari materi sebelum masuk ke kelas) contohnya bagaimana kita buat itu siswa agar mau belajar dulu sebelum masuk di kelas.
Respondent	: Di ingatkan malamnya besok belajar ini yah kan ada di grub WA jadi kita ingatkan malamnya besok belajar ini yah nah langsung praktek dikelas nah otomatis kalau seperti itu lebih aware lebih tanggap supaya di dalam kelas materinya tidak di ulang lagi.
Researcher	: Okey jadi di ingatkan mam di?
Respondent	: Iya …
Researcher	: Kita kepertanyaan nomor 7 Bagaimana anda membuat siswa yang kurang percaya diri agar mau mencatat, memperhatikan, dan memahami materi speaking skill di kelas?
Respondent	: Di ingatkan untuk mencatat, yang kurang memperhatikan di arahkan untuk memperhatikan, yang kurang memahami di arahkan untuk bertanya jadi pengarahan sebenarnya kembali ke manajemen. Jafi berikut saya langsung jawab yah karena disini ada daftar pertanyaannya.
Researcher	: Bagaimana anda membuat siswa yang kurang percaya diri agar terpancing untuk berinteraksi/berbicara menggunakan bahasa Inggris dikelas?
Respondent	: Cara memancing untuk berinteraksi dibuatkan memang list pertanyaan yang akan dijawab di dalam kelas atau dibuatkan tema. Jadi kelas speaking itu harus matang persiapan materinya jadi materi

pertemuan ke delapan apa ke-9 apa, ke-10 apa. Siswa – siswa sudah tahu apa yang akan di bahas jadi mereka sudah bawa materi dalam otaknya mereka untuk ngomomg di dalam kelas mereka bisa searching data – data nya atau berbicara berdasarkan pengalaman pribadi. Jadi cara memancing itu tadi memberikan tema atau sudah memberikan list – list pertanyaan yang akan di jawab.

Researcher : Beralih ke bagian **C Pertanyaan yang terfokus pada The Students' Emotional Engagement** : bagaimana anda membuat siswa yang kurang percaya diri merasa nyaman dalam belajar dan berinteraksi menggunakan bahasa inggris didalam kelas?

Respondent : Nah itu tadi kembali buat kelompok – kelompok kecil jadi yang introvert atau yang kurang percaya diri bisa merasa lebih nyaman dilingkungan yang lebih sempit yang kebih kecil misalnya 3 orang, nah mereka ngobrol 3 orang itu dengan tema yang telah disediakan

Researcher : **Emotional Stability:** Bagaimana anda membuat siswa yang kurang percaya diri memiliki emotional yang stabil ketika berbicara? (tetap santai, tenang, tidak merasa gugup, malu, khawatir dan lain sebagainya)

Respondent : Nah ini penting agar tetap santai kita menyampaikan kepada teman kelompoknya tau teman kelasnya agar memiliki rasa tenggang rasa kepada teman yang berbicara jadi tidak olok – olok ketika salah. Jadi kita lebih menyediakan e…. lebih ke menyediakan lingkungan yang cocok untuk mereka berbicara jadi e**… teman – teman kelas di arahkan unutk tidak mengolok – olok ketika salah tapi memberikan support**.

Researcher : **Positive Mind-Set**: Bagaimana anda membentuk siswa yang kurang percaya diri untuk memiliki positive mindset yaitu tetap optimis ketika menghadapi beberapa kendala dalam belajar keterampilan berbicara?

Respondent : Nah untuk memiliki positive mind-set bisa di arahkan diberikan contoh orang – orang yang sebelumnya kurang bagus dalam speaking ternyata dengan praktik dia bisa lebih bagus speakingnya jadi dari positive mindset ini mungkin ke contoh – contoh nyata misalnya dari seniornya ini seniornya sudah bagus speakingnya padahal dulu belum terlalu bagus nah dari hal – hal contoh – contoh nyata yang dapat dilihat.

Researcher	: **Health and Energy:** Bagaimana anda menghadapi siswa yang merasa tertekan dalam belajar keterampilan berbicara bahasa Inggris sehingga mereka akan mendapat rasa sehat/nyaman dan energik serta menghargai atas kemampuan diri mereka sendiri?
Respondent	: Nah ini lebih kependekatan agama lebih kependekatan agama jadi kembali ke Tuhan **jika e… merasa tertekan istirahat toh**. **Jadi pertama itu jika merasa tertekan ambil jedah itu yang pertama jangan terlalu menekan diri ambil jeda istirahat yang cukup** tapi jangan main HP itu bukan istirahat.jadi ambil jeda istirahat tanpa main HP sebelum tidur nah itu yang pertama. Yang kedua makan yang cukup makan yang sehat, istirahat yang **cukup makan makanan yang sehat, ibadah yang cukup itu penting ketiga hal itu.**
Researcher	: **Willingness to Take Risks**: Bagaimana anda menanamkan kepada siswa anda untuk memiliki sifat untuk berani mengambil resiko dalam belajar keterampilan berbicara bahasa inggris? (Misalnya dalam berbicara bahasa inggris tentunya akan ada kritikan dari luar baik itu teman maupun guru, akan ada rasa malu ketika salah, dan lain sebagainya)
Respondent	: Yah ini tadi, don't worry to make mistakes dalam praktek itu kita akan membuat banyak kesalahan tapi dengan praktek itu akan ada improvement kembali lagi ke e… motto yang selalu saya ulang – ulang di kelas practice makes improvement jadi dengan kesalahan - kesalahan itu kita belajar dari praktek – praktek itu kita memperbaiki diri. Jadi harus selalu ada resiko dalam setiap e…. selalu ada resiko e… terhadap setiap kegiatan atau pilihan, tidak mengambil pilihanpun itu ada resikonya. Jadi apapun itu selalu ada resiko.
Researcher	: Bagaimana anda membuat siswa yang kurang percaya diri menjadi bahagia dan puas mengikuti pelajaran speaking skill**.**
Respondent	**:** Ini agak sulit ini membuat setiap mahasiswa puas jadi yang kita arah… kita upayakan adalah secara umum e…. secara umum melihat tanda kepuasan, melihat tanda kepuasan itu berarti tidak ada yang e… cemburut atau garuk - garuk kepala di dalam kelas e…. itu tadi sih salah satu yang saya lakukan membuat kelempok – kelompok kecil sehingga mereka tidak merasa tertekan ngomong di depan orang banyak.

Researcher : **Eagerness to Develop:** Bagaimana anda membangkitkan semangat siswa untuk terus mengembangkan keterampilan berbicara bahasa Inggris yang ia miliki serta menghindari sifat cepat puas atas pencapaian yang ia miliki dalam belajar keterampilan berbicara?

Respondent : Semangat, jadi diberikan semangat diberikan e…. contoh – contoh aplikasi yang dapat mereka akses untuk belajar sendiri dalam berbicara atau dan juga chanel – chanel yang dapat meningkatkan keterampilan berbicara mahasiswa dan bagaimana menghindari sih sifat cepat puas saya rasa tidak ada yang cepat puas di kelas yang saya ajar jadi saya rasa ini cukup berhasil.

Researcher : Bagian **D Pertanyaan yang terfokus pada The Students' Cognitive Engagement**, **Sense of Purpose:** Bagaimana anda memberi pemahaman kepada siswa akan pentingnya tujuan yang akan dicapai dalam belajar keterampilan berbahasa Ingrris agar siswa terdorong untuk belajar dan mencapai tujuan tersebut?

Respondent : Menyampaikan tujuan umum dan tujuan khusus setiap kali kita masuk kedalam kelas jadi di awali dengan e… menyampaikan apa tujuan sebenarnya dari pembelajaran ini.

Research : Bagaimana anda mengarahkan agar siswa mengerjakan test speaking dengan baik di kelas?

Respondent : Cara mengarahkannya di ingatkan jadi selain manajemen kelas untuk pemberian tugas mereka sering diingatkan jadi test ini penting supaya kalian ada improvement jadi banyak – banyak praktek dengan tugas yang diberikan berarti kalian e…. diberi kesempatan untuk praktek lebih banyak.

Researcher : Bagaimana anda menjadikan siswa agar mampu mendapat wawasan dan nilai yang bagus di kelas?

Respondent : Di ingatkan, jadi di dalam kelas ada beberapa bagian penilaian nah itu disampaikan kepada siswa. Jadi siswa tahu point – point yang harus dikumpulkan untuk mendapatkan nilai A di kelas. Jadi semua sudah di sampaikan di awal. Jadi saya rasa itu saja ada tambahan pertanyaan atau ada yang kurang jelas? Silajkan bertanya lewat WA yah apa yang kurang.

XLI

The 3ʳᵈ Respondent

Researcher : Jadi terimakasih bu atas waktunya jada sebelum saya memulai untuk melakukan wawancara e…. saya perkenalkan diri saya terlebih dahulu e…. saya Nurhaliza semester akhir prodi PBI. Nah adapun tujuan dari penelitian saya yaitu untuk mencari startegi bagaimana seorang dosen meng-engage atau melibatkan mahasiswa dalam speaking/ kelas sepaking. Oke, e…. jadi ada 4 point pertanyaan yang bagian A itu pertanyaan umum, kemudian bagian B itu mengenai tentang students' behavioral engagement, kemdian yang bagian C yaitu adalah students' emotional engagement, dan yang terakhir bagian D adalah students' cognitive enggement. E… jadi bisa dimulai sekarang bu?

Respondent : Boleh.

Researcher :e… baiklah pertanyaan bagian A. **Pertanyaan yang terfokus pada bagian umum dari Student Engagement.** Apakah dikelas yang anda ajar terdapat siswa yang kurang percaya diri yang perlu untuk di *engage* dalam belajar?

Respondent : Iya banyak yah, saya pikir ada semua yah dikelas manapun kita masuk bukan Cuma kelas speakin yah mata kuliah apapun dan sepertinya itu suda menjadi hukum alam yah ada mahasiswa yang e…. suka bicara dan ada yang tidak. Yah itu tugas kita memang apalagi mata kuliah speaking karena memang itu adalah skill yang harus dicapai yah sepakingnya mau dilihat kalau mereka tidak bisa speaking bagaimana caranya di lihat peningkatnnya?

Researcher : Jadi di kelas ibu ada?

Respondent : Iyah ada.

Researcher : Kemudian yang ke dua Hal – hal apa saja yang harus dimiliki seorang pengajar dalam meng-*engage* siswa yang kurang percaya diri dalam berbicara ketika belajar *speaking skill*? (kriteria)

Respondent :Untuk mengengage mahasiswa sebenarnya adalah hubungan sebenarnya yah interpersonal communication yah jadi sama personal communication yah, mahasiswa itu sebenarnya bukan Cuma mahasiswa yah baik itu murid di sekolah kita sebagai pendidik kita harus tahu bagaimana cara mengambil hati mahasiswa atau siswa sebenarnya yah. Jadi dibutuhkan kemampuan untuk berkomuisakasi baik itu intrapersonal atau personal communication yah kalaupun misalkan skill lain tapi ini khusus speaking untuk meng-engage

mahasiswa yah jadi kita harus mempunyai yah itu communication yang harus bagus yah tapi meskipun kita juga harus bangun sebuah kedekatan sebenarnya terhadap mahaiswa karena mahasiswa itu kadang ada malu, malu sama temannya, malu sama dosennya yah jadi pintar – pintar kita bagaimana supaya dia tidak merasa malu terhadap temannya, terhadap dirinya, atau terhadap dosennya, apalagi kalau misalkan dia belum bisa atau mungkin ada temannya dikelas yang sudah lebih jago daripada dia itu pintar – pintarnya kita mengkomunikasikan sama mahasiswanya.

Researcher : Jadi itu saja mam? Kemudian kita beralih kebagian **B. Pertanyaan yang terfokus pada The Students' Behavioural Engagement** yang pertama adalah bagaimana anda mengarahkan siswa anda untuk mengetahui arah dan tujuan yang akan dicapai dalam belajar keterampilan berbicara? (**Direction and Values)**

Respondent : Iya arahnya yah, kalau saya pribadi pasti saya kasih tahu bilang manfaatnya yah karena mereka masuk dijurasan bahasa inggris dan pasti bahasa inggris itu bicara yah pertama kali yang diliat orang yaitu kemampuan kita dalam berbicara menyampaikan jadi sekedar memotivasi sebenarnya dan memberitahukan mahasiswa karena banyak mungkin yang masuk jurusan ini mereka itu belum tahu tidak tau apa – apa yah tapi mereka perlu tahu bahwa dalam jurusan ini ada skill yang harus mereka capai salah satunya adalah speaking jadi ibu pasti sampaikan di depan bahwa kelas ini adalah kelas speaking tujuannya apa harus ki bisa keluar dari kelas ini speaking karena jadi di kasi tahu alasannya karena e… jurusan bahasa inggriski karena memang ini adalah harus kemampuan yang harus dimiliki. karena kalau misalkan jurusan bahasa inggris baru tidak bisaki bahasa inggris buat apa? Yah jadi sebenarnya yang intinya saya memberikan motivasi dan juga memberitahu e… kaya mungkin ancaman yah ancaman kalau mereka…. bukan saya mengancam kalau mereka tidak bisa mungkin diajak mereka membayangkan ternyata lulus maki ternyata nda bisaki bahasa inggris kasian yah seperti itu.

Researcher : Baik pertanyaan nomor dua, bagaimana anda memotivasi siswa kurang percaya diri agar ter-motivasi dalam belajar keterampilan berbicara secara teratur ? (**Motivation)**

Respondent : Yah kalau saya pribadi itu kalau mereka tidak apa percaya diri yah? Kepercayaan diri itukan harus dibangun yah dibangun dari bawah

dan tidak bisa langsung wah langsung PD dan sebagainya dan anak – anak kalau yang pemalu itu dipaksa kadang mereka makin ketakutan yah jadi kalau saya sih yah secara personal jadi saya lihat yah ibu lihat dulu ini bisa nda bicara didepan kelas kalau misalkan didepan kelas satu kali dia nda bisa oh mungkin didepan saya bisa kalau didepan saya sudah berani nanti setidaknya dia bisa di depannya teman – temannya jadi secara perlahan.

Researcher : Baik pertanyaan nomor 3 Bagaimana anda membangun self-awarness/ kesadaran diri siswa agar siswa mengetahui apa yang harus siswa lakukan dalam belajar keterampilan berbicara? (**Self-Awarness**)

Respondent : Kalau saya pribadi Jadi saya sampaikan langsung yah, disampaikan bilang ini yang tujuannya ini yang harus kita capai jadi mereka nda mengawang – awang karena kalau anak – anak jaman sekarang ini apalagi kalau semester 1 atau 2 yah anak SMA je e yang baru semua lulus mereka baru lulus SMA jadi merasa disuap iyah langsung saya kasi tahu saja.

Researcher : Baik pertanyaan yang ke empat**, b**agaimana anda membangun siswa yang kurang percaya diri agar mampu menyesuaikan dirinya dalam setiap situasi atau mampu beradaptasi di situasi yang berbeda? (e.g ketika dia berada pada masa transisi SMA ke bangku kuliah yang di suasana SMA pelajaran yang diterima tidak terlalu kompleks sedangkan di bangku kuliah sudah memasuki materi yang mulai kompleks?) (**Flexibility in Behavior**)

Respondent : Yah kalau pengalaman saya dulu panggil satu – satu yah, finalnya biasa e…. oral yah jadi saya panggil yang kurang itu saya kasi tahu kita itu masih kurangki tapi bukan berarti kita nda bisa yah, mungkin hanya kurang latihan dan sebagainya atau mungkin karena temanta dikelas itu terlalu pintar jadi kita itu seolah – olah terkesan tidak pintar ki a… jadi ibu itu biasa memotivasi e…. memang sekarang nda bisaki tapi bukan berarti kita nda bisa nanti haruski belajar lebih keras daripada teman ta yah karena nda bisa didiamkan kalau begini terus ki ini yah dikasi motivasi dan jadi dikasi tau resiko kalau dia nda bisa yah jadi kaya membangun kesadaran pribadi sebenarnya yah kalau saya begitu.

Researcher : Bagaimana anda membuat siswa yang kurang percaya diri agar tetap tertarik (staying on) belajar speaking skill?

Respondent :Yang tidak percaya diri yah itu yah saya biasa panggil satu persatu mahasiswa yang tidak percaya diri itu supaya mereka tertarik biasa saya tanya masalahnya apa, kendalanya apa, apa malu? Pernah ada yang cerita yah malu – malu ka bu tapi yah ibu tanya yah malu wajar yah ibu juga dulu malu pertama kali yah normal manusiawi tapi apakah mau malu terus pasti begitu yah dibangkitkan. Yang pertama adalah ditemukan titik persoalannya kenapa malu kenapa? Kan malu banyak yah apakah malu sama temannya taukah dia memang e…. malu karena dia nda bisa atau ada juga yang bisa ji sebenarnya tapi hanya karna tidak PD malu – malu ji tidak pernah sebelumnya eii temukan dulu malu yang dilevel mana dia dan dicarikan solusi.

Researcher :Kemudian yang ke enam Bagaimana anda membuat siswa yang kurang percaya diri untuk mau berlatih melakukan praktek berbicara sebelum masuk ke kelas sesuai materi yang akan di pelajari di kelas agar siswa lebih mengerti tentang materi yang akan di ajarkan? (mempelajari materi sebelum masuk ke kelas)

Respondent :Yah sama ji yah motivasiji juga panggil satu per satu dan kalau saya biasa dikasi tugas yah dan pekan depan di presentasikan jadi mau tidak mau mereka pasti akan latihan dirumah latihan sebelum masuk dikelas.

Researcher :Bagaimana anda membuat siswa yang kurang percaya diri agar mau mencatat, memperhatikan, dan memahami materi speaking skill di kelas?

Respondent :e…. kembali lagi ituji samaji memotivasi sama memberikan ancaman iya tapi kalau mengenai mencatat tidak semua orang suka mencatat yah ada yang merekam dan ada yang memfoto tidak banyak yah nda kaya saya dulu waktu saya dulu pasti semua mencatat yah karena kita nda punya alatnya tapi sakarang ibu lihat e…. macam – macam ada yang merekam ada yang di foto jadi terserah mereka sukanya yang mana atau ada juga yang mereka cuma merekam di otaknya tidak dicatat tidak masalah yang penting pada saat mereka belajar itu mereka fokus.

Researcher :Jadi di bebaskan ji di?

Respondent :Iya.

Researcher : Pertanyaan yang kedelapan Bagaimana anda membuat siswa yang kurang percaya diri agar terpancing untuk berinteraksi/berbicara menggunakan bahasa Inggris dikelas?

Respondent : m… oke yah bagaimana caranya yah saya personal biasanya yah kalau misalkan ada pertanyaan speaking yah ada pertanyaan saya kasi pertanyaan temannya yang pintar dulu jadi yang pintar ini dia sudah kasih jawaban jadi ini temannya yang mungkin kurang PD setidaknya dia ada oh beginiyah cara jawabnya yang dia tidak tahu apa yang harus dia bilang dia sudah dapat ide sedikit yah mungkin dia tinggal tambah – tambah sedikit yah supaya tidak sama persis dengan temannya itu sebenarnya sih jadi yang pintar dulu nanti dikasi yang belakangan dianya.

Researcher : …. beralih kebagian **C pertanyaan yang terfokus pada emotional engagement yang pertama adalah b**agaimana anda membuat siswa yang kurang percaya diri merasa nyaman dalam belajar dan berinteraksi menggunakan bahasa inggris didalam kelas?

Respondent : Karena ini konteksnya dikelas yah kalau ibu pribadi itu ibu berusaha dekat sama semua mahasiswa jadi itu tau namanya semua dihapalkan saya yah ibu hapalkan namanya satu – satu dan kalau ibu panggil ibu panggil pakai namanya nah secara itu kalau orang kan dipanggil namanya secara emosional kan kita punya hubungan yang dekat nah kalau dipanggil namanya seperti kita nuhaliza hay nurhaliza kalau misalkan kita ketemu dijalan hai nurhaliza kita pasti merasa senang yah kalau dipanggil namata nah itu adalah hal yang utama yang ibu lakukan supaya punya hubungan emosional dengan mahasiswa dihapal namanya nah kalau dihapal namanya mereka akan merasa lebih senang a…. jadi dia juga termotivasi yah kalau dia senang dengan kita dia pasti mau menampilkan yang terbaik kalau kita sudah masuk dikelas seperti itu.

Researcher : **Pertanyaan yang kedua** bagaimana anda membuat siswa yang kurang percaya diri memiliki emotional yang stabil ketika berbicara? (tetap santai, tenang, tidak merasa gugup, malu, khawatir dan lain sebagainya) (**Emotional Stability)**

Respondent : Kayaknya butuh latihan itu yah karena kalau pertama kali yah pasti takut tapi itu kembali lagi yah dimotivasi dan di berikan resiko yah dikasi tau resikonya apa a…. mahasiswa juga pasti berfikir yah kalau dikasi tahu begitu bilang masa depan lah, apalah, dan sebagainya kita kasi satu contoh lah misalkan ada misalkan oranglah atau senior lah yang begini – bigini begini nah mereka pasti akan berfikir yah e…. dan e… kita dengan mereka karena kalau kita dekat dengan mereka

Researcher : mudah untuk kita memberikan advice kalau yah kalau saya sih itu yah dengan cara bagaimananya supaya saya dekat dengan mahasiswa dihapal namanya kalau kita sudah dekat mudah untuk memberikan nasehat dan saran

Researcher :Bagaimana anda membentuk siswa yang kurang percaya diri untuk memiliki positive mindset yaitu tetap optimis ketika menghadapi beberapa kendala dalam belajar keterampilan berbicara? (**Positive Mind-Set)**

Respondent **:**yah kalau begitu saya biasa kasi cerita pribadi yah saya ceritakan kisah saya atau mungkin kisahnya orang lain yah saya cerita bilang dulu ibu juga waktu pertama kali belajar nda langsung bisa salah prounauntiation lah, salah grammarlah, dan sebagainya. Setidaknya mereka sadar oh ini adalah step yang harus mereka lalui nah kalau dikasi tau begitu mereka jadi oh iya yah ternyata ini adalah hal yang harus saya lewati nda boleh di skip dengan begitu mereka biasanya lebih bersemangat yah dan lebih positif seperti yang kita bilang.

Researcher :Bagaimana anda menghadapi siswa yang merasa tertekan dalam belajar keterampilan berbicara bahasa Inggris sehingga mereka akan mendapat rasa sehat/nyaman dan energik serta menghargai atas kemampuan diri mereka sendiri? (**Health and Energy)**

Respondent :Banyak yang begitu yah banyak yang merasa stress karena kenapa mereka nda tau sebenarnya mereka stress duluan kalau dikasi tugas yang ada dikepalanya adalah mereka tidak bisa iyah, yang biasa saya tanyakan kenapakah kenapa tidak bisaki? Nda bisaka bu, kenapa nda bisa e… kenapa nda bisa? Karena mereka punya kemampuan vocabnya yang kurang, grammarnya yang tidak bagus nah jadi dari setelah **ditemukan kenapa mereka tidak bisa atau kenapa mereka merasa tertekan ditemukan dulu penyebabnya mereka tertekan** kenapa apakah karena banyak tugas yah ataukah apalagi kalau semester dua yah ituka n baru biasa syok yah masuk dikampus dapat tugas banyak. Ibu pernah yah dapat menangis mahasiswa dikelas ia karena banyak sekali tugasnya yah. **Nah jadi ditemukan dulu persoalannya dimana stress kenapa?** Stress karena vocabnyakah yang tidak banyak ataukah dia memang yang pemalu ataukah dia memang tugasnya banyak atau dan **sebagainya setelah ditemukan persoalnnya baru kita cari solusinya**. **Jadi kalau misalkan dia memang vocabnya nda banyak yah dikasilah motivasi supaya**

dikasi banyak vocabnya yah kenapa ibu selalu bilang yah mumpung semester 1 ki atau mumpung masih semester 2 atau mumpung masih semester 3 pondasinya harus bagus kalau vocabnya nda banyak kasih banyak yang sudah banyak kasih banyak lagi karena kalau sudah semseter atas tidak ada waktu ta itu untuk menghapal yah kalau saya sih seperti itu.

Researcher : Bagaimana anda menanamkan kepada siswa anda untuk memiliki sifat untuk berani mengambil resiko dalam belajar keterampilan berbicara bahasa inggris? (Misalnya dalam berbicara bahasa inggris tentunya akan ada kritikan dari luar baik itu teman maupun guru, akan ada rasa malu ketika salah, dan lain sebagainya) (**Willingness to Take Risks**)

Researcher : Bagaimana anda membuat siswa yang kurang percaya diri menjadi bahagia dan puas mengikuti pelajaran speaking skill**.**

Respondent **:** Penting sebenarnya untuk memberikan apresiasi yah ibu pernah yah dimata kuliah semester lalu mahasiswa ibu baru saja pertama kali wah tidak bagus memang yah tapi di ending dan ibu ketemu lagi di semester ini dan sudah membaik yah membaik meskipun tidak sebaik temannya tapi dia meningkat dari pada dirinya dari semester lalu yah jadi ibu bilang sama dia kamu peningkatannya bagus loh kamu dulu waktu masih semester dua begini carata e tapi sekarang jadi begini. Initinya ada peningkatan yah jadi mahasiswa itu butuh diberikan apresiasi karena kalau dia di apresiasi dia itu ngeh oh ternyata e…. dosenku perhatikan ka ternyata saya diperhatikan karena ada peningkatan jadi ternyata usahaku selama ini e…. ada hasilnya jadi dia merasa oh usahanya itu ada yang liat yah. Meskipun sebenarnya yah kalau sudah mahasiswa itu nda apresiasi itu bukan suatu hal yang penting yah karena kayak kalau mahasiswa kan dia harus memotivasi dirinya yah tapi e…. barangkali dia adalah orang yang butuh di butuh apresiasi yah karena kalau bukan kita yang apresiasi siapa lagi.

Researcher : Pertanyaan selanjutnya bagaimana anda membangkitkan semangat siswa untuk terus mengembangkan keterampilan berbicara bahasa Inggris yang ia miliki serta menghindari sifat cepat puas atas pencapaian yang ia miliki dalam belajar keterampilan berbicara? (**Eagerness to Develop**)

Respondent : Nah ibu itu biasa kasi motivasi yah kalau misalkan kaya' apasih, adakan yang dibilang MBKM sekarang yah e…. mahasiswa apa

kampus merdeka, merdeka belajar kampus merdeka kalau di kemendikbud ibu nda tau kalau dikemenag bisakah atau tidak yah ada itu pertukaran pelajar keluar negeri yah jadi bisa keluar misalkan nanti semester 5 atau mulai dari semester 3 sampai semester 6 itu dia bisa ambil e…. pertukaran pelajar yah keluar negeri jadi dia kuliah diluar kampus luar tapi nialainya yang diluar dikonversi kesini nah itulah cerita yang paling sering ibu angkat yah kemahasiswa nah ibu bilang nah yang masuk begitu itu pasti bagus speakingnya tidak mungkin tidak karena kita pergi dikampungnya yah. Nah, jadi secara tidak sadar mahasiswa itu termotivasi oh ternyata iya yah, bagus yah, atau biasa e…. ibu kasikan contoh video yah misalkan dari dulunya misalkan orang yang juga tidak pintar bahasa inggris dia juga bukan orang yang dari keluarga kaya, bukan juga dari e…. universitas yang terkemuka, dia juga bukan orang yang sudah jago bahasa Inggris dari jaman SD, tidak tapi dia sama seperti kita yah dia mulai belajar bahasa Inggris pada saat kuliah dan yang paling ibu tekankan adalah dia bukan jurusan bahasa Inggris yah. Eh nakala ki itu orang e dia bukan jurusan bahasa Inggris tapi dia lebih jago bahasa Inggrisnya daripda kita. Apakah kita tidak malu? Apakah ananda tidak malu yah? Jadi seperti itu yah dikasi contoh real gitu yah supaya mereka tidak mengawang tidak menghayal kalau dia liat ternyataada orangnya dan ternyata ada programnya, dan ternyata ada hasilnya e…. mereka setidaknya akan lebih termotivasi yah. Mengenai supaya tidak cepat puas diri nah ini yah ibu selalu ingatkan ke mahasiswa ada yah seperti dikelas semester 3 yah ada yang ikut debat di debat yah jadi lawan universitas lain ibu tanya dia ibu pancing yah apa e… ibu gali sampai keluar kata – kata begini " mam waktu itu toh nabilangiki anak – anak kampus (sensor) lain bahwa kampus (sensor) ini ji" ibu langsung bilang begini " ananda pada saat kita keluar orang memang akan ada dibilang faktor pishikologi yah pyshicological factor. Faktos pisikologi ini menentukan dia tidak terlihat tapi dia menentukan kalau kita keluar ketemu dengan orang dari almamater besar yah pasti pasti tidak mungkin tidak mereka akan memandang kita sebelah mata yah persoalannya adalah ada yang mengucapkan ada yang tidak yah yang mengucapkan itu rata – rata tong kosong nyaring bunyinya yang tidak mengucapkan karena e…. biasanya hebat yah orang hebat itu tidak akan pernah menjatuhkan orang lain

tapi pasti ada terlintas di pikirannya oh orang daerah pasti ada pikirannya memandang kita sebelah mata meskipun itu hanya terlintas pasti ada yah. Tidak mungkin tidak ibu tekankan tidak mungkin tidak, kenapa? Karena itu adalah faktor pishikologis itu adalah hal yang manusiawi dirasakan manusia tidak mungkin tidak tapi ibu ingatkan kenpa ibu suruhki begini begini begini supaya anandaku bisa siap secara mental yah kapan kita siap secara mental, kapan kita punya skil yang mempuni faktor pishikologis tidak akan pernah mempenggaruhi yah anggaplah misalkan kita ketemu satu forum yah sama anak kampus ternama yah kita dari kampus daerah pasti memciutki e…. insecure yah bahasa gaulnya pasti insecure ki tidak bisa yah "tidak ji saya mam" bohongki kalau bialngki tidak pasti bohonngki kalau tidak pasti insecure yah tapi kalau anandaku sudah siap yah kita punya skill yang bagus yah bagus skil ta dan mental ta sudah ter-asah faktor pishikologis tidak akan pernah mempengaruhi kira meskipun kita daerah kita bisa tonji yah. Yang ibu salalu tekankan ingatakn kepada mahasiswa yah bukanji juga ibu bilang e….. lebih jagoki atau bagaimana ridak, ibu bilang meskipun kita kuliah di daerah kita bisaji juga yah. Kita bisa loh, yah ibu yah selalu kasi presentasi yah speaking mi juga itu toh kesemester atas semester 3 atau ke semester pokoknya atas ibu selalu kasi presentasi kenapa supaya mereka menyaksikan dan mereka menyaksikan dirinya bahwa ternyata saya bisa yah hu uh. Kalau mereka sudah bisa yah e kaya kemarin yah iye bu kampus (sensor) ji terus ternyata bisa ji nakalahkan toh kita menang dari mereka. Iya yah kita kalahkan ji karena orang yang mengucapkan itu sebenarnya tong kosong yah karena orang yang hebat tidak akan pernah keluar kata – kata itu dari mulutnya ha ibu bilang begitu jadi ibu bilang oke yah kita sudah mengalahkan mereka yang kita lakukan sekarang yah jangan berbangga diri ternyata saya bisa ji kalahkan itu berarti dia sudah timbul kebanggan yah jadi ibu bilang yah jangan yah jangan sekali – kali timbul itu tapi yang harus ditanamkan dari dalam diri yah oh ternyata bisajika kalahkan ini berarti saya juga bisa yah jadi itu yang harus ditanamkan yah saya juga oh bisa berarti karena saya bisa mengalahkan ini berarti saya juga puya potensi mengalahkan yang lain yak jadi kita bangkitkan semangatnya tanpa harga dirinya yang meninggi itu jangan dipelihara yah karena ibu khawatir sebenarnya

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jangan sampe mereka kaya kemarin lah itu dia sudah mengalahkan beberapa universitas terkenal ibu bilang jangan sampai kamu tinggi hati yah karena kalau kamu tinggi hati kamu akan jatuh yah. Jadi ibu tekankan e…. orang yang mengatakan kampus kita dari parepareji perbaiki dirita supaya orang yang bilang itu nanti bisa bilang kampus kita bisa tonji jadi yang tadinya memandang kita sebelah mata mereka aware oh ternyata orang daerah bisaji juga.seperti itu.

Researcher : beralih ke bagian **D Pertanyaan yang terfokus pada The Students' Cognitive Engagement** yang petama bagaimana anda memberi pemahaman kepada siswa akan pentingnya tujuan yang akan dicapai dalam belajar keterampilan berbahasa Ingrris agar siswa terdorong untuk belajar dan mencapai tujuan tersebut? (**Sense of Purpose)**

Respondent **:** Kayaknya sudah terjawab di pertanyaan sebelumnya yah hampir mirip. **Kaya itu ibu kasi kasih contoh real yah karena kalau cuma di motivasi eh kalau tidak bisaki begini begini nanti mereka abstrak yah mereka tidak bisa menghayal tapi kalau kita kasih contoh real si A, si B, si C. contoh misalkan siapa sif influenser yang terkenal yah misalkan yah. Siapa itu di yang contoh yang kuliah keluar negeri mereka bukan jurusan bahasa inggris loh tapi mereka keluar negeri, kenapa bisa? Yah karena bisa bahasa Iinggris** malah kita jurusan bahasa inggris nda malu ki kah? Nda malu kikah? Ahhh pasti lari – lari kesitu ji.

Researcher : Bagaimana anda mengarahkan agar siswa mengerjakan test speaking dengan baik di kelas?

Respondent : Mengarahkkan yah? Kalau saya biasa kasih standar yang tinggi dalam artian prounantiationnya harus bagus, grammarnya harus bagus, jadi kalau misalkan tidak bagus I tapi ibu liat yah kalau dia pemalu – malu amat yah saya nda akan interupsi yah tapi kalau dia kesalahannya fatal dikelas itu di interupsi yah dan supaya bagaimana supaya bagus itu lagi kembali lagi supaya bagaimana caranya supaya memotivasi mereka belajar diluar karena mahasiswa nda bisa belajar seharusnya mahasiswa itu masuk kedalam kelas dalam keadaan meraka sudah siap yah. Kita harapkan mereka sudah siap jadi kalau mereka sudah masuk ke kelas dalam keadaan tidak ada isinya tidak bisa yah jadi dimotivasi lagi supaya mereka belajar sendiri cari sendiri diluar supaya kalau ada masuk dikelas mereka sudah bisa dan

ibu selalu tekankan yah ke mahasiswa bilang itu yang kita dapat dikelas itu hanya 20% dari total 100% yang harus kita kuasai jadi 80%nya belajar sendiri yah ibu biasa juga kasikanmi contoh – contoh misalkan apa yang ibu sudah pelajari chanel apa, youtube apa, buku apa, dan cara belajar ibu bagaimana ibu kasih tau yah dan ibu tekankan mereka itu ibu kasih tauki yang ibu sudah kerja supaya mereka tahu oh ternyata kalau ini dikerja ternyata ada hasilnya e…. misalnya mereka tahu yah oh ini hasilnya begini yah ibu nda pernah kasih tahu hal yang tidak pernah ibu kerjakan yah jangan sampe ibu bilang begini tapi ternyata tidak berhasil yah salah – salah juga.

Researcher : Okey the last quastion nommor 3 Bagaimana anda menjadikan siswa agar mampu mendapat wawasan dan nilai yang bagus di kelas?

Respondent : Wawasan yah, kalau nilai itu selalu saya bilang kemahasiswa nilai itu bukan tujuan utama di mata kuliah ibu yah, e…. kalau mauki nilai gampangji yah tapi ibu selalu tekankan niali dikelas ibu gampang ji yah a…. tapi itu bukan yang paling utama tapi selalu lagi sering juga saya ucapkan bahwa ibu nilai kasihki nilai sesuai dengan performance yah kalau bagus performance ta insyaallah bagus juga nilaita keanapa nah suapaya luas juga wawasannya nah kalau speaking itu kita kasi biasa tema yang berbeda yah dikasi tema yang berbeda kan ada temanya misalkan tema pekan ini teama apa, pekan depan tema apa, jadi mereka belajar selain mereka mencari bahasa inggrisnya mungkin apa untuk spaekingnya mereka bertambah wawasannya. Jadi yang mereka tahu bukan cuma pendidikan bukan Cuma tentang bahasa inggris mungkin budaya lain atau e…. teknologi lain jadi mereka juga belajarmi bahasa Inggrisnya mereka juga dpat ilmu umumnya wawasannya juga tambah luas. Yah gitu.

Researcher : Oke baiklah terimakasih banyak ibu sudah mau menjadi responden dipenelitian saya.

Respondent :Iya, semoga berhasil yah nanda.

Interview Result
The 4ᵗʰ respondent

Researcher : Baiklah, terimakasih pak atas kesediannya untuk jadi responden pada penelitian saya pada hari ini e…. baik langsung saja saya akan mengajukan beberapa pertanyaan mengenai penelitian saya bagian A Pertanyaan yang terfokus pada bagian **umum dari Student Engagement.** Apakah dikelas yang anda ajar terdapat siswa yang kurang percaya diri yang perlu untuk di *engage* dalam belajar?

Respondent : Iya jelas, hampir semua e… yang apa yang rasa percaya dirinya itu rendah yah tapi sebenarnya itu normal ji di alami untuk setiap yang belajar bahasa Inggris pasti mengalami hal yang sama cuma tergantung upaya dosennya, strategi dosennya dalam mematikan ya tanda kutip, mematikan rasa gugupnya sebenarnya kenapa dia gugup karena takut kenapa dia takut? Karena takut salah, kenapa dia takut salah? Karena kalau salah ditertawai. Sebenarnya begitu ji, itu makanya begitu.

Researcher : Hah okey, Hal – hal apa saja yang harus dimiliki seorang pengajar dalam meng-*engage* siswa yang kurang percaya diri dalam berbicara ketika belajar *speaking skill*? (kriteria)

Respondent : Ya sebenarnya, kita kan dosen hampir semua mengalami yang seperti itu nah dan kita juga punya solusinya pada saat kita belajar dulu itu jadi kalau saya e…. pengalaman sebenarnya karena saya pernah mengalaminya sehingga ketika saya diperhadapkan dengan situasi dan kondisi yang seperti itu saya tahu solusinya begitu.

Researcher : a… begini pak adakah kriteria khusus untuk menghadapi siswa yang kurang percaya diri seperti itu?

Respondent : e…. strategi khusus? Pertama, bangun dulu kemistri yah kemistri antara siswa dan dosen. Jangan buat gap antara dosen dan mahasiswa itu dulu pertama kalau saya. Jadi bagaimana saya memperlakukan mereka seperti layaknya teman buat mereka tertawa, diajak ngobrol dengan ringan, jadi ceritanya kita masuki dulu dunianya jangan mereka yang disuruh masuk keduania saya kalau mereka yang masuk kedunia saya mereka akan merasa tegang itu jadi saya yang masuki dunianya. Jadi pengetahuan tentang perkembangan dan e…. pola pergaulan anak muda perlu diketahui sebenarnya sebagai dosen. Apa – apa yang sedang e…viral dikalangan anak – anak muda perlu diketahui itu karena disitulah kita masuk. Bagaimana kita bisa

LIII

Researcher   : membangun hubungan yang akrab kalau kita tidak tahu dunianya begitu.

Researcher   : Bagian B Pertanyaan yang terfokus pada **The Students' Behavioural Engagement**. **Direction and Values** : Bagaimana anda mengarahkan siswa anda untuk mengetahui arah dan tujuan yang akan dicapai dalam belajar keterampilan berbicara?

Respondent   : Jadi pertama itu saya sampaikan dulu e…. tujuan kita belajar kan ada dikurikulum itu di RPS tujuan belajar apa target yang hendak dicapai, itu. Jadi apa namanya memang perlu disampaikan dulu supaya mereka tahu oh bahwa tujuannya kita belajar ini, ini ini ini, itu. Karena kadang anak – anak saya lihat kalau dia tidak tahu tujuannya biasanya dia bingung jadi kalau dia sudah tahu oh ini yang akan di capai jadinya dia sudah tahu oh kesitu saya akan menuju.

Researcher   : Baik pertanyaan kedua **Motivation** : Bagaimana anda memotivasi siswa kurang percaya diri agar ter-motivasi dalam belajar keterampilan berbicara secara teratur?

Respondent   : Banyak sebenarnya, pertama yang saya lakukan saya sampaikan kemereka dulu bahwa bahasa Inggris tidak sesulit yang mereka pikirkan, kemudian bahasa Inggris itu tergantung usaha kita. Jadi pertama kita bagaimana menyatu dulu dengan bahasa Inggris e…. apa namanya menjadikan bahasa Inggris sebagai e…. apa kita masukkan kedalam kehidupan kita jadi cara berfikir kita itu berfikir dalam bahasa Inggris gitu loh. Jadi ketika kita ingin mengatakan sesuatu bisa kita berkata – kata dalam hati dengan diri sendiri katakan dengan bahasa Inggris gitu kemudian e…. saya sampaikan juga materi yang e…. materi yang fundamental sekali gitu karena kalau dia sudah tahu dasarnya nah biasanya di atas itu dia akan mudah mudah menyesuaikan karena dia sudah tahu oh ini seperti ini dasarnya mereka tinggal kembangkan saja.

Researcher   : Pertanyaan ke-tiga **Self- Awarness**: Bagaimana anda membangun self- awarness/ kesadaran diri siswa agar siswa mengetahui apa yang harus siswa lakukan dalam belajar keterampilan berbicara? (terorganisir)

Respondent   : Saya memberikan perbandingan memberikan pembanding misalnya e…. bahasa apapun yang kalian akan pelajari, bahasa apapun yang kalian akan kuasai yah tergantung dengan e…. seberapa banyak kosa kata yang kamu miliki kemudian yang kedua praktis, latihan, praktek

karena bahasa itu harus di produksi, harus dikeluarkan harus di latih kalau tidak yah tidak bisa.

Researcher : Baik pertanyaan yang ke-empat **Flexibility in Behavior**: Bagaimana anda membangun siswa yang kurang percaya diri agar mampu menyesuaikan dirinya dalam setiap situasi atau mampu beradaptasi di situasi yang berbeda? (e.g ketika dia berada pada masa transisi SMA ke bangku kuliah yang di suasana SMA pelajaran yang diterima tidak terlalu kompleks sedangkan di bangku kuliah sudah memasuki materi yang mulai kompleks?)

Respondent : Percaya diri sebenarnya jadi bagaimana dia e…. apa namanya bagaimana dia menguasai ketakutannya menguasai dirinya karena walaupun dia punya kemampuan bagus kalau tidak percaya diri dia tidak akan mampu memproduksi bahasanya.

Researcher : Pertanyaan ke-lima yaitu bagaimana anda membuat siswa yang kurang percaya diri agar tetap tertarik (staying on) belajar speaking skill?

Respondent : Ya itu saya buat mereka belajar seringan mungkin sesantai mungkin tidak tegang jadi saya lihat keadaan kalau mereka tegang saya kembali melucu lagi kalau mulai sudah kembali ke kondisi yang memungkinkan untuk melanjutkan pelajaran saya lanjutkan tapi kalau misalnya saya lihat lagi oh mereka tegang saya alihkan lagi perhatiannya mereka dengan cara bercerita yang lucu – lucu misalnya gitu. Itu namanya ice briker yah, ice braking atau intermeso misalnya.

Researcher : Kemudian yang ke-enam bagaimana anda membuat siswa yang kurang percaya diri untuk mau berlatih melakukan praktek berbicara sebelum masuk ke kelas sesuai materi yang akan di pelajari di kelas agar siswa lebih mengerti tentang materi yang akan di ajarkan? (mempelajari materi sebelum masuk ke kelas)

Respondent : Biasanya bukan bisanya yah saya lakukan itu saya sampaikan e… saya bikin wa group kemudian saya suruh apa e… biasanya malam e… sebelum kelas dimulai itu biasanya malam itu saya kirimkan materi kemudian saya sampaikan apa -apa yanng akan kita lakukan besok pagi dikelas yah supaya mereka ada persiapan nah kan sebenaranya kenapa salah satu penyebabnya kenapa tegang karena persiapannya yang kurang tapi kalau dia persiapannya bagus pasti dia akan tampil dengan penuh percaya diri.

Researcher   : Baik yang ke-tujuh bagaimana anda membuat siswa yang kurang percaya diri agar mau mencatat, memperhatikan, dan memahami materi speaking skill di kelas?

Respondent   : Saya biasa bilang e…. saya tidak hanya mengajar saya, saya tidak hanya menjelaskan kemudian membuat anda bisa berbahasa Inggris tetapi saya juga e…. menyampaikan kepada anda semua bagaimana anda belajar bahasa Inggris, kemudian bagaimana mengajarkannya, kemudian bagaimana menggunakannya. Olehnya itu saya minta kepada mereka bagaimana supaya memperhatikan menyimak baik – baik memperhatikan saya menyapaikan materi karena nanti cara saya ini akan kalian adopi dan contoh ketika kalian nanti menjadi guru karena mereka – mereka menyimak dengan baik, ,menyimak dengan fokus dengan serius.

Researcher   : selanjutnya yang ke-delapan bagaimana anda membuat siswa yang kurang percaya diri agar terpancing untuk berinteraksi/berbicara menggunakan bahasa Inggris dikelas?

Respondent   : Saya bebankan mereka dengan tanggung jawab – tanggung jawab jadi ada tugas – tugas antar masing – masing mahasiswa. Ini tugasmu tugasmu tugasmu jadi otomatis nanti akan berusaha sendiri untuk memenuhi kewajibannya karena sudah ada tugas masing – masing.

Researcher   : baiklah beralih kebagian C Pertanyaan yang terfokus pada **The Students' Emotional Engagement**. Yang pertama bagaimana anda membuat siswa yang kurang percaya diri merasa nyaman dalam belajar dan berinteraksi menggunakan bahasa inggris didalam kelas?

Respondent   : Itu ji jangan dibuat tegang dibuat rilex seringan mungkin dia belajar.

Researcher   : Baik yang ke-dua **Emotional Stability:** Bagaimana anda membuat siswa yang kurang percaya diri memiliki emotional yang stabil ketika berbicara? (tetap santai, tenang, tidak merasa gugup, malu, khawatir dan lain sebagainya)

Respondent   : Sama ji membuat mereka relax dengan cara yang sudah saya jelaskan tadi yah.

Researcher   : Yang ke-tiga **Positive Mind-Set**: Bagaimana anda membentuk siswa yang kurang percaya diri untuk memiliki positive mindset yaitu tetap optimis ketika menghadapi beberapa kendala dalam belajar keterampilan berbicara?

Respondent : Yah distimulasi saja sebenarnya saya sering mengatakan bahwa e…. apa yah bahasa Inggris itu kuncinya dilatih sebenarnya dan saya sampaikan bagaimana cara melatihnya kemudian e…. yaitu dipraktekkan, kemudian buka – buka youtube, dengar – dengar lagu yang berbahasa Inggris, kemudian nonton – nonton flm yang berbahasa Inggris itu.

Researcher : Pertanyaan selanjutnya yang ke-empat **Health and Energy:** Bagaimana anda menghadapi siswa yang merasa tertekan dalam belajar keterampilan berbicara bahasa Inggris sehingga mereka akan mendapat rasa sehat/nyaman dan energik serta menghargai atas kemampuan diri mereka sendiri?

Respondent : Sama yah buat mereka belajar seringan mungkin jangan dibuat tegang, diselingi dengan lucu – lucuan, cerita – cerita lucu begitu.

Researcher : Baikk yang ke-lima **Willingness to Take Risks**: Bagaimana anda menanamkan kepada siswa anda untuk memiliki sifat untuk berani mengambil resiko dalam belajar keterampilan berbicara bahasa inggris? (Misalnya dalam berbicara bahasa inggris tentunya akan ada kritikan dari luar baik itu teman maupun guru, akan ada rasa malu ketika salah, dan lain sebagainya)

Respondent : Yah itu resikonya kalau bahasa Inggris kan e…. ilmu kongkrit ilmu nampak jadi kalau kamu tidak bisa berbahasa inggris otomatis kamu akan menjadi cibiran toh masa anak bahasa Inggris tidak bisa bahasa Inggris itu salah satu yang saya katakan dikelas untuk memotivasi supaya mahasaiwa itu nanti terpacu belajar.

Researcher : Yang ke-enam bagaimana anda membuat siswa yang kurang percaya diri menjadi bahagia dan puas mengikuti pelajaran speaking skill**.**

Respondent : Yah disemangati selalu disemangati dikatakan kemeraka bahwa segala sesuatu itu bertahap yah dimulai dari yang dasar dulu. Disampaikan kepada mereka bahwa anak bayi saja itu tidak langsung lari, meranagkak dulu, seterusnya bisa berjalan. Segalanya butuh proses.

Researcher : selanjutnya yang ke-tujuh **Eagerness to Develop:** bagaimana anda membangkitkan semangat siswa untuk terus mengembangkan keterampilan berbicara bahasa Inggris yang ia miliki serta menghindari sifat cepat puas atas pencapaian yang ia miliki dalam belajar keterampilan berbicara?

Respondent : Yah saya tunjukkan, kan saya tadi sudah bilang bahwa saya tidak hanya mengajar bahasa Inggris kemereka bagaimana menggunakan tapi juga bagaimana belajar. Jadi saya sampaikan trik – trik bagaimana belajar bahasa Inggris misalnya ditempat tinggalnya, dikosnya misalnya mereka bisa belajar dengan teman – teman kosnya apa namanya membentuk kelompok belajar, itu. Kemudian membaca buku – buku, majalah – majalah yang berbahasa Inggris.

Researcher : Beralih ke bagian D Pertanyaan yang terfokus pada **The Students' Cognitive Engagement**. Pertama **Sense of Purpose:** Bagaimana anda memberi pemahaman kepada siswa akan pentingnya tujuan yang akan dicapai dalam belajar keterampilan berbahasa Ingrris agar siswa terdorong untuk belajar dan mencapai tujuan tersebut?

Respondent : Saya sampaikan kepada mereka kalian kenapa ada disini? kenapa kalian belajar? Kenapa kalian dididik disini? Itu tujuannya karena kalian mau dibentuk menjadi seorang pengajar Bahasa Inggris olehnya itu kalian harus apanamanya benar – benar konsentrasi karena kalian akan dibentuk untuk itu. Kalian harus belajar, konsentrasi dalam belajar karena kalian akan dibentuk menjadi pengajar Bahasa Inggris jadi kalian harus betul – betul berisi ilmu pengetahuan karena yang akan kalian sampaikan nanti adalah pengetahuan itu juga juga.

Researcher : kedua bagaimana anda mengarahkan agar siswa mengerjakan test speaking dengan baik di kelas?

Respondent: Tergantung instruksinya jadi yah instruksinya harus jelas agar tidak terjadi misscommunication dan mereka selalu dipersilahkan untuk bertanya ketika ada yang tidak dipahami silahkan ditanyakan.

Researcher : Ketiga Bagaimana anda menjadikan siswa agar mampu mendapat wawasan dan nilai yang bagus di kelas?

Respondent: Ikuti semua instruksi guru jadi kalau instruksinya sepuluh lakukan sepuluh.

<div align="center">

Interview Result

</div>

The 5th   Respondent

Researcher : Jadi terimakasih bu atas waktunya jada sebelum saya memulai untuk melakukan wawancara e…. saya perkenalkan diri saya terlebih dahulu e…. saya Nurhaliza semester akhir prodi PBI. Nah adapun tujuan dari penelitian saya yaitu untuk mencari startegi bagaimana seorang dosen meng-engage atau melibatkan mahasiswa dalam

	speaking/ kelas sepaking. Oke, e…. jadi ada 4 point pertanyaan yang bagian A itu pertanyaan umum, kemudian bagian B itu mengenai tentang students' behavioral engagement, kemdian yang bagian C yaitu adalah students' emotional engagement, dan yang terakhir bagian D adalah students' cognitive enggement. E… jadi bisa dimulai sekarang bu?
Respondent	: Iya, banyak yang kurang percaya diri
Researcher	:e… baiklah pertanyaan bagian A. **Pertanyaan yang terfokus pada bagian umum dari Student Engagement.** Apakah dikelas yang anda ajar terdapat siswa yang kurang percaya diri yang perlu untuk di *engage* dalam belajar?
Respondent	: Iya, banyak yang kurang percaya diri.
Researcher	: Kemudian yang ke dua Hal – hal apa saja yang harus dimiliki seorang pengajar dalam meng-*engage* siswa yang kurang percaya diri dalam berbicara ketika belajar *speaking skill*? (kriteria)
Respondent	: E…. yang pertama yaitu e…. bisa menguasai kelas, kemudian mengetahui gaya belajar e…. mahasiswanya, kemuidan yang ketiga menguasai materi.
Researcher	: Kemudian kita beralih kebagian **B**. **Pertanyaan yang terfokus pada The Students' Behavioural Engagement** yang pertama adalah bagaimana anda mengarahkan siswa anda untuk mengetahui arah dan tujuan yang akan dicapai dalam belajar keterampilan berbicara? (**Direction and Values)**
Respondent	: em… yang jelasnya e…. dosen atau guru harus bekerja keras supaya e…. minimallah tujuan pembelajaran itu e…. tercapai ya itu tadi em… selalu berkomunikasi aktif dengan e…. siswa
Researcher	: Baik pertanyaan nomor dua, bagaimana anda memotivasi siswa kurang percaya diri agar ter-motivasi dalam belajar keterampilan berbicara secara teratur ? (**Motivation**)
Respondent	: yak tentang motivasi, sebelum membuka ataukah menutup kelas pada pada hari itu berikanlah kata – kata motivasi sehingga mahasiswa mempunyai maind-set out of the box tentang diri mereka.
Researcher	:Baik pertanyaan nomor 3 Bagaimana anda membangun self-awarness/ kesadaran diri siswa agar siswa mengetahui apa yang harus siswa lakukan dalam belajar keterampilan berbicara? (**Self-Awarness**)

Respondent : ya tentang self- awarness, ya sebagai dosen yang pernah mengajarkan speaking yaitu em…. Memberikan pemahaman kepada siswa bahwa you harus tahu diri kamu itu seperti apa. Jadi yang pertama disini adalah tahu e… mengetahui diri sendiri siswa itu seperti apa. Apakah saya pemalu, apakah saya PD dan sebagainya.

Researcher : Baik pertanyaan yang ke empat, **b**agaimana anda membangun siswa yang kurang percaya diri agar mampu menyesuaikan dirinya dalam setiap situasi atau mampu beradaptasi di situasi yang berbeda? (e.g ketika dia berada pada masa transisi SMA ke bangku kuliah yang di suasana SMA pelajaran yang diterima tidak terlalu kompleks sedangkan di bangku kuliah sudah memasuki materi yang mulai kompleks?) (**Flexibility in Behavior)**

Respondent : em…. Ya, harus mengikuti perkembangan zaman yah dengan kata lain e…. dimanapun bumi dipijak disitu langit dijunjung artinya apa e…. dari peralihan SMA ke Mahasiswa itu agak sedikit berbeda yah. Mahasiswa harus dituntut untuk e…. mandiri sedangkan umur – umur SMA itu e…. apa yah masih perlu disuap kalau mahasiswa harus cari sendiri informasinya, harus belajar sendiri, dan sebagainya.

Researcher : Bagaimana anda membuat siswa yang kurang percaya diri agar tetap tertarik (staying on) belajar speaking skill?

Respondent : Yah itu tadi, disamping memotivate untuk mahasiswa kita juga sebagai dosen e…. harus mengubah dan memperkaya wawasan serta mengetahui learning style dari mahasiswa kita.

Researcher : Kemudian yang ke enam Bagaimana anda membuat siswa yang kurang percaya diri untuk mau berlatih melakukan praktek berbicara sebelum masuk ke kelas sesuai materi yang akan di pelajari di kelas agar siswa lebih mengerti tentang materi yang akan di ajarkan? (mempelajari materi sebelum masuk ke kelas)

Respondent : Ya tanamkan kemereka bahwa practice makes perfect yah even though you have many vocab, even though you have smarter than anyone but you never practice, Nonsense yah! Seperti itu jadi jangan takut salah kita sama – sama belajar kita harus praktek yah! Setumpul – tumpulnya itu pisau kalau setiap hari diasah pasti akan tajam, okey.

Researcher : Bagaimana anda membuat siswa yang kurang percaya diri agar mau mencatat, memperhatikan, dan memahami materi speaking skill di kelas?

Respondent : e…. yang pastinya memberikan perhatian lebih e… memberikan treatment lebih agar mereka bisa percaya diri bahwa I can do it.

Researcher : Pertanyaan yang kedelapan Bagaimana anda membuat siswa yang kurang percaya diri agar terpancing untuk berinteraksi/berbicara menggunakan bahasa Inggris dikelas?

Respondent : Harus selalu di ajak komunikasi agar mereka terpancing yah tanamkan kepada mereka bahwa tidak apa – apa salah tidak apa – apa salah kalau kita tidak pernah melakukan kesalahan kita tidak pernah tahu apakah kita apakah kita benar, okey.

Researcher : …. beralih kebagian **C pertanyaan yang terfokus pada emotional engagement yang pertama adalah b**agaimana anda membuat siswa yang kurang percaya diri merasa nyaman dalam belajar dan berinteraksi menggunakan bahasa inggris didalam kelas?

Respondent : Ya itu tadi saya katakan bahwa bagaimana membuat mahasiswa merasa kurang percaya diri ini merasa nyaman yah itu tadi memberikan perhatian lebih yah memberikan motivasi lebih dibanding teman – teman yang mempunyai rasa percaya diri yang tinggi.

Researcher : Pertanyaan yang kedua bagaimana anda membuat siswa yang kurang percaya diri memiliki emotional yang stabil ketika berbicara? (tetap santai, tenang, tidak merasa gugup, malu, khawatir dan lain sebagainya) (**Emotional Stability)**

Respondent : Ya mendekati secara personal lah yah tanya – tanya apa kendalanya dan sebagainya

Researcher : nomor tiga bagaimana anda membentuk siswa yang kurang percaya diri untuk memiliki positive mindset yaitu tetap optimis ketika menghadapi beberapa kendala dalam belajar keterampilan berbicara? (**Positive Mind-Set)**

Respondent **:** yak agak mirip semua pertanyaannya e… memiliki positive mind-set yah itu tadi yang saya bilang manusia itu tempatnya salah kalau kita tidak pernah practice e…. dan tidak pernah berfikikir out of the box yah selalu terkungkung e dalam pikiran kita bahwa saya tidak mampu pasti tidak mampu yah jadi jangan pesimis harus optimis.

Researcher : Bagaimana anda menghadapi siswa yang merasa tertekan dalam belajar keterampilan berbicara bahasa Inggris sehingga mereka akan

mendapat rasa sehat/nyaman dan energik serta menghargai atas kemampuan diri mereka sendiri? (**Health and Energy)**

Respondent : yah yang jelasnya kalau mereka kurang perccaya diri pasti merasa tertekan malu sama temannya yang bisa bercuap – cuap atau bisa speaking di dalam e sorry di depan kelas yah makanya perlu ada e,,,, perlu ada pendekatan personal

Researcher : Bagaimana anda menanamkan kepada siswa anda untuk memiliki sifat untuk berani mengambil resiko dalam belajar keterampilan berbicara bahasa inggris? (Misalnya dalam berbicara bahasa inggris tentunya akan ada kritikan dari luar baik itu teman maupun guru, akan ada rasa malu ketika salah, dan lain sebagainya) (**Willingness to Take Risks)**

Respondent : ya itu tadi tanamkan bahwa tidak senua teman – teman itu sama ya ada yang suka bully yah ada yang suka ini yah cara untuk membalas mereka adalah belajar yah buktikan kepada mereka bahwa saya mampu.

Researcher : Bagaimana anda membuat siswa yang kurang percaya diri menjadi bahagia dan puas mengikuti pelajaran speaking skill**.**

Respondent **:** usahakan kelas kita itu ditunggu yah usahakan cara mengajar kita itu dirindu seperti itu.

Researcher : Pertanyaan selanjutnya bagaimana anda membangkitkan semangat siswa untuk terus mengembangkan keterampilan berbicara bahasa Inggris yang ia miliki serta menghindari sifat cepat puas atas pencapaian yang ia miliki dalam belajar keterampilan berbicara? (**Eagerness to Develop)**

Respondent : tanamkan bahwa kita ini adalah manusia yang masih harus terus belajar, belajar, dan belajar yah di atas langit masih ada langit.

Researcher : beralih ke bagian **D Pertanyaan yang terfokus pada The Students' Cognitive Engagement** yang petama bagaimana anda memberi pemahaman kepada siswa akan pentingnya tujuan yang akan dicapai dalam belajar keterampilan berbahasa Ingrris agar siswa terdorong untuk belajar dan mencapai tujuan tersebut? (**Sense of Purpose)**

Respondent **:** yang jelasnya kita harus tanamkan kepada mahasiswa bahwa english is a international language yah wherever you go pasti dapat bahasa Inggris yah mau ke alpa mau ke mol mau ke pasar pasti ada

bahasa Inggris dalam kehidupan sehai – hari tidak lepas dari bahasa Inggris yah ……….. jadi tanamkan bahwa jika you tidak mau tau atau tidak care sama bahasa Inggris you akan tergilas oleh zaman, okey.

Researcher : Bagaimana anda mengarahkan agar siswa mengerjakan test speaking dengan baik di kelas?

Respondent : mmm disamping e,,, you harus lolos apa you harus lulus di mata kuliah tersebut supaya you tidak belanja lagi disemester depan ya disamping itu e,,,, harus juga dilakukan pendekatan personal yah bahwa e,,,, tidak apa – apa salah kerjakan saja yang penting jawaban sendiri yah.

Researcher : Okey the last quastion nommor 3 Bagaimana anda menjadikan siswa agar mampu mendapat wawasan dan nilai yang bagus di kelas?

Respondent : ya itu tadi selalu dimotivasi yah yang jelasnya setelah mengetahui learning style e,,,, dari mahasiswa dosen atau guru pun juga harus mengubah atau mengembangkan teaching style mereka jadi learning style and teaching style ini harus searah seimbang okey terimakasih thank you wassalamualaikum wr. Wb.

DOCUMENTATION

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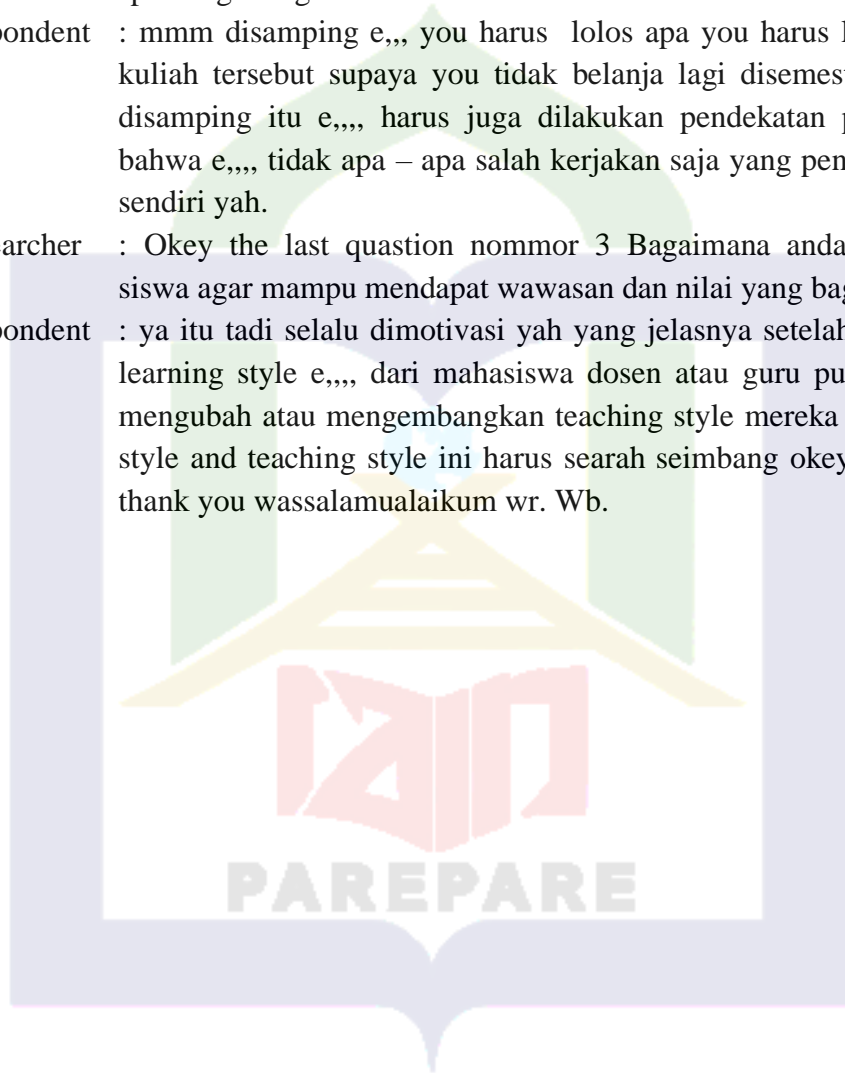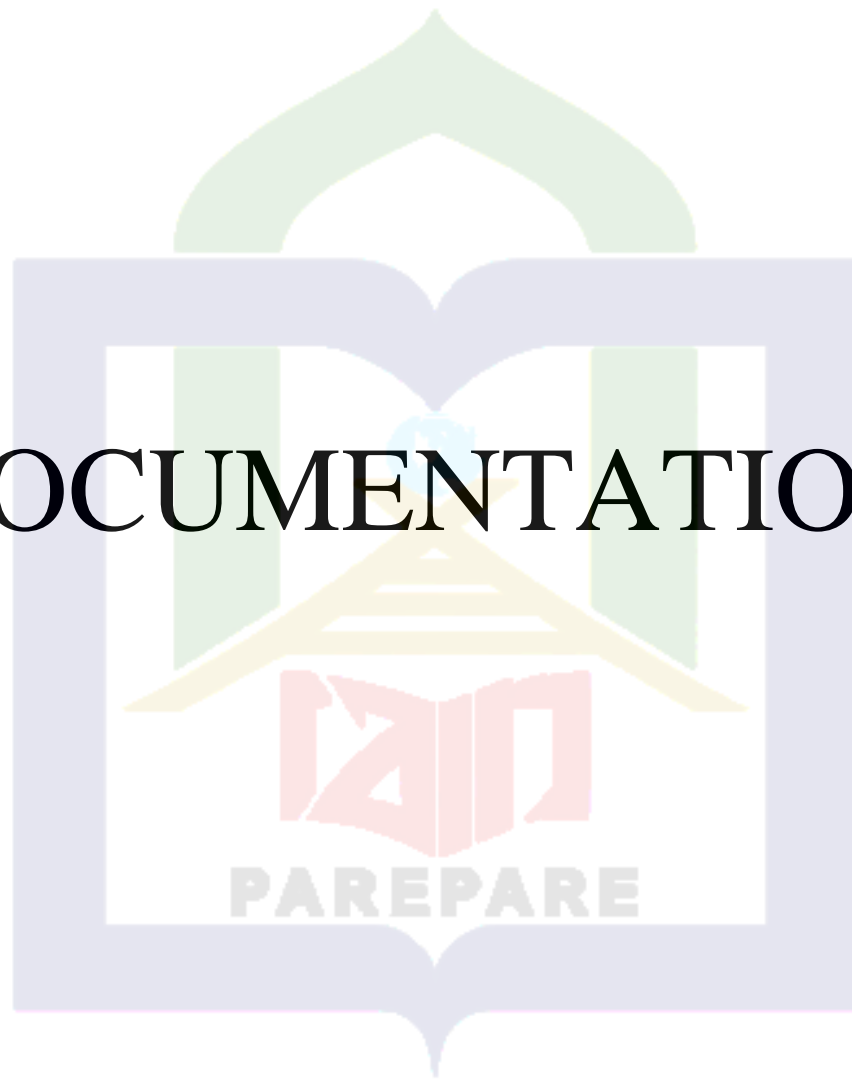
CURRICULUM VITAE

The writer, Nurhaliza was born on December 06th 1999 in Polmas, West Sulawesi Province.She lives in Wonomulyo District, Polman Regency, West Sulawesi. She is the last of two children from marriage of her perents, Rusdi and Ana. She have one and only sibling. His name is Ilham.

She began her study on 2006 - 2008 at TK Al Irsyad in Kaluppang, while at the same year she study in SDN 48 Kaluppang on 2008-2012 and then continued her study in SMPN 3 Duampanua 2012-2015 and then continued in SMKS Yayasan Pendiri Pembanguan Pendidikaan Wonomulyo and graduated on 2018. She continued her study at Tarbiyah Faculty of IAIN Parepare and completed her study with the title "Lecturers' Strategies in Engaging Students in Learning English Speaking Skill at IAIN Parepare (A Study of Students With Low Self-Confidence)"