

A THESIS

**EFL TEACHER CREDIBILITY IN USING ENGLISH AS THE
INSTRUCTIONAL LANGUAGE IN THE CLASSROOM**



By:

**REZKI RIANTIRA
REG NUM. 18.1300.057**

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

2023

A THESIS

**EFL TEACHER CREDIBILITY IN USING ENGLISH AS THE
INSTRUCTIONAL LANGUAGE IN THE CLASSROOM**



By

**REZKI RIANTIRA
REG NUM. 18.1300.057**

Submitted to the English Education Program of Tarbiyah Faculty of State Islamic
Institute of Parepare in Partial of Fulfilment of the Requirements
For the Degree of Sarjana Pendidikan (S.Pd)

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

2023

ENDORSEMENT OF CONSULTANT COMMISSIONS

The Title of Thesis : EFL Teacher Credibility in Using English as the Instructional Language in the Classroom

Name of the Student : Rezki Riantira

Student Reg. Number : 18.1300.057

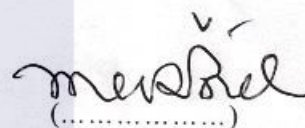
Faculty : Tarbiyah

Study Program : English Program

By Virtue of Consultant Degree : The Dean of Tarbiyah Faculty Certificated No. 1801 Year 2021

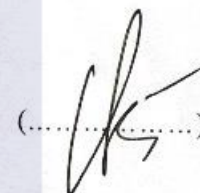
Approved by
Consultant Commissions

Consultant NIP. : Dr. Arqam, M.Pd.
19740329 200212 1 001



(.....)

Co-Consultant NIP. : Dr. Abdul Haris Sunubi, M.Pd.
19750308 200604 1 001



(.....)

Cognizant by:



Tarbiyah Faculty,
Dean

Dr. Zulfah, M.Pd.
NIP. 19830420 200801 2 010

ENDORSEMENT OF EXAMINER COMMISSIONS

The Title of Thesis : EFL Teacher Credibility in Using English as the Instructional Language in the Classroom

Name of the Student : Rezki Riantira

Student Reg. Number : 18.1300.057

Faculty : Tarbiyah

Study Program : English Program

By Virtue of Consultant Degree : The Dean of Tarbiyah Faculty Certificated No. 1801 Year 2021

Date of Graduation : February 13th 2023

Approved by Examiner Commissions

Dr. Arqam, M.Pd.	(Chairman)	(.....)
Dr. Abdul Haris Sunubi, S.S., M.Pd.	(Secretary)	(.....)
Hj. Nurhamdah, S.Ag., M.Pd.	(Member)	(.....)
Dra. Hj. Nanning, M.Pd.	(Member)	(.....)

Cognizant by:
Tarbiyah Faculty,
Dean



Dr. Zulfah, M.Pd.
NIP. 198304202008012010

ACKNOWLEDGMENT

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

الْحَمْدُ لِلَّهِ رَبِّ الْعَالَمِينَ وَالصَّلَاةُ وَالسَّلَامُ عَلَيَّ أَشْرَفَ فِي الْأَنْبِيَاءِ

وَالْمُرْسَلِينَ وَعَلَى آلِهِ وَصَحْبِهِ أَجْمَعِينَ أَمَّا بَعْدُ

All praise is to Allaah subhanahu wa ta'ala. The lord of the world who gives the researcher strength and capability to finish the last assignment in her study. Peace be upon him, the Prophet Muhammad shallallahu 'alaihi wasallam, who has guided the human to know Islam and giving direction to the straight path.

This wonderful time, the researcher wants to thank a lot to all people who have supported and helped her in finishing her thesis as effective as she can. She realizes that without their support and help, she could not be able to finish this "Thesis". This opportunity, the researcher would like to express very special thanks to her beloved father and mother, her friends who have given an endless love, advice, support and praying to be success students ever.

Then the researcher would like to say thank you to her Consultants Dr. Arqam, M.Pd. and Dr. Abdul Haris Sunubi, M.Pd., for their guidance, patience, and time on helping her to complete her research. Also, the researcher would like to say thanks to:

1. Dr. Hannani, M.Ag. as the Rector of State Islamic Institute (IAIN) Parepare who has worked hard to manage the education in our college.
2. Dr. Zulfah, M.Pd. as the Dean of Tarbiyah Faculty of State Islamic Institute (IAIN) Parepare, who has arranged a positive education for the students in the Tarbiyah Faculty.

3. Dr Arqam, M.Pd. as the Chairman of English Education Program of Tarbiyah Faculty in State Islamic Institute (IAIN) Parepare, for the fabulous serving to the students.



4. The researcher give her sincerest gratitude to her beloved parents. Her lovely mother and her lovely father and also to her brother for all the prayers, input, and enthusiasm given to researchers so that researchers are able to realize one of their parents hope to get her daughter degree in the Degree of Strata-I (S1).
5. The researcher wants to give her love to ABC Team; Agung, Fadil, Hamka, Irna, Leha, Liza, Nana, Nisa, Rahma, Sarina, and Udi, for having accompanied her from the beginning of the semester until now, encouraging each other, helping each other, and ups and downs of the lecture period they have passed until finally we will split up to find the best path for each of us, and would also like thank to her loved friends, Amel, Hayati, Nabilah, and Uci, you will always be remembered.
6. Then to herself, thank you for completing the mission in the lecture bench which has so many twists and turns, thank you for persisting against laziness to work on this thesis, remember that there are still many new journeys to go through, fighting!

May Allah subhanahu wa ta'ala always bless everyone the writer has mentioned. The researcher realizes that her research need to be completed for being perfect. Therefore, the suggestions will be accepted to make her research is getting better.

Parepare, 13th February 2023

The Researcher,



Rezki Riantira
Reg. Num. 18.1300.057

DECLARATION OF THE RESEARCH AUTHENTICITY

The writer who signed the declaration below:

Name : Rezki Riantira

Reg Number : 18.1300.057

Birthday date and place : 14 February 2000, Makassar

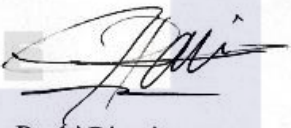
Study program : English Education

Faculty : Tarbiyah

Thesis Title : EFL Teacher Credibility in Using English as the Instructional Language in the Classroom

Stated that herself conducted their thesis, if it can be proved that is copied, duplicated or complied with by other people, the degree that has been gotten would be postponed.

Parepare, 13th February 2023
The Researcher,


Rezki Riantira
Reg. Num. 18.1300.057

ABSTRACT

Rezki Riantira. *EFL Teacher Credibility in Using English as the Instructional Language in the Classroom.* (Supervised by Arqam and Abdul Haris Sunubi)

Credibility is a set perceptions of a speaker or leader who has an advantage or ability about a thing so that it can be trusted and can be followed by the audience. The purpose of this study is to determine the credibility of a teacher and the impact it has on students speaking performance when teacher use English as the instructional language in the classroom at SMPN 2 Parepare.

The method used in this study refers to the guidelines for writing scientific papers IAIN Parepare. Using qualitative method with instruments in the form of observation and interview which consisted teacher and students in that school. The data analysis is processed by data reduction, display, and conclusion data.

The results of this study revealed that the credibility of teachers in using English as the instructional language in the classroom at SMPN 2 Parepare is perceived by students as someone that has competence, trustworthiness, and caring in the learning process. The teacher has adequate abilities so it is easy for him to build credibility as a source of communication for students. The results of teachers who use English as the instructional language in the classroom have an impact on students, where the students' English speaking performance can be increased by communicating using English which is carried out repeatedly during learning.

Keywords: *EFL Teacher, Teacher Credibility, English Classroom Interaction.*

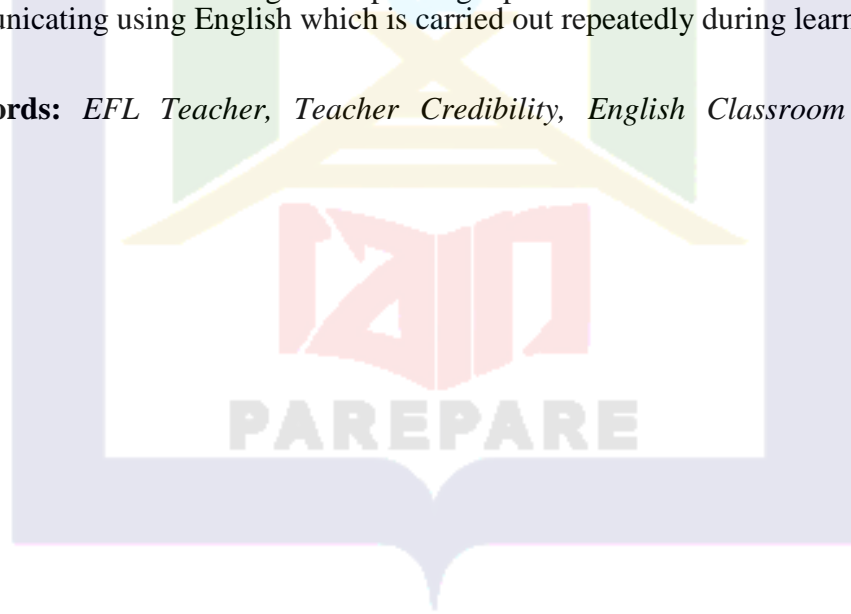
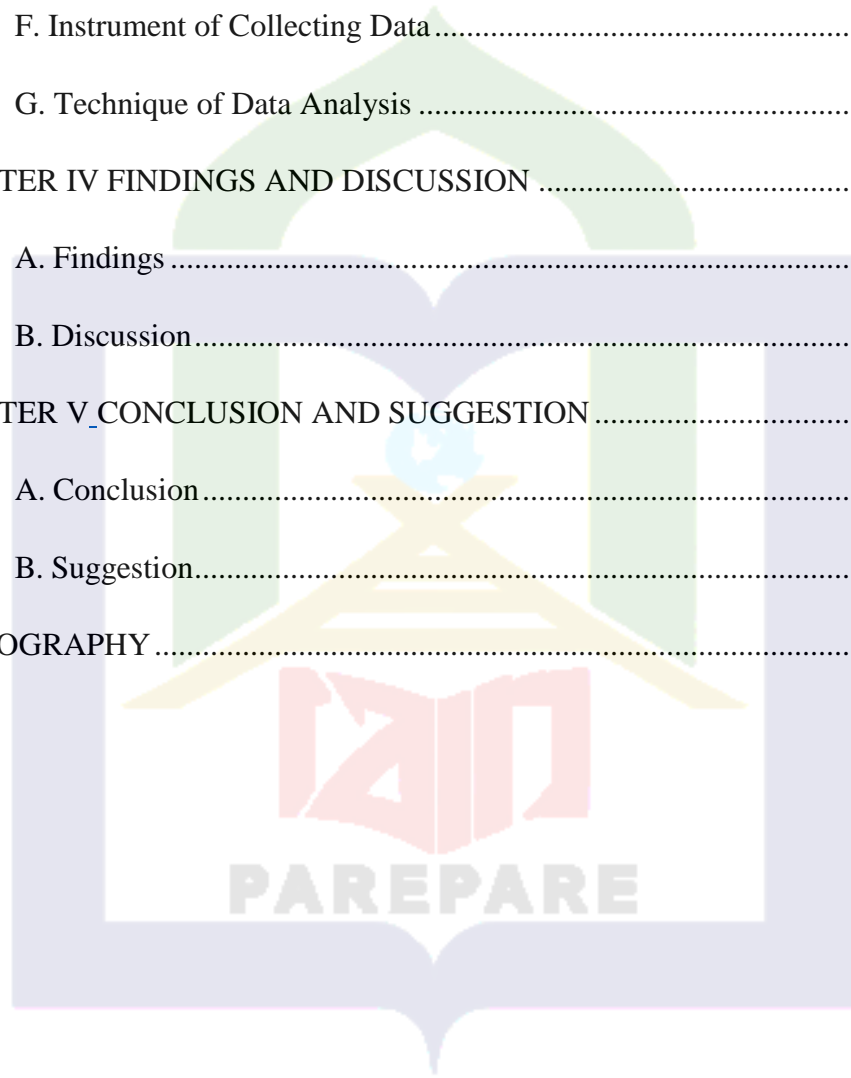


TABLE OF CONTENTS

ENDORSEMENT OF CONSULTANT COMMISSIONS	ii
ENDORSEMENT OF EXAMINER COMMISSIONS	iii
ACKNOWLEDGMENT	iv
DECLARATION OF THE RESEARCH AUTHENTICITY	vi
ABSTRACT	vii
TABLE OF CONTENTS	viii
CHAPTER I INTRODUCTION	1
A. Background.....	1
B. Research Questions.....	5
C. The Objectives of the Research	5
D. Significant of Research.....	5
CHAPTER II REVIEW OF RELATED LITERATURE	7
A. Previous Research Finding	7
B. Some Pertinent Ideas	9
C. Conceptual Framework.....	26
CHAPTER III RESEARCH METHODOLOGY	27
A. Research Design	27
B. Location and Duration of the Research	27

C. Subject of the Research	27
D. Focus of the Research.....	27
E. Data types and Sources	28
F. Instrument of Collecting Data.....	29
G. Technique of Data Analysis	30
CHAPTER IV FINDINGS AND DISCUSSION	33
A. Findings	33
B. Discussion.....	49
CHAPTER V CONCLUSION AND SUGGESTION	57
A. Conclusion.....	57
B. Suggestion.....	58
BIBLIOGRAPHY.....	59



CHAPTER I

INTRODUCTION

A. Background

Indonesia as a developing country forced to be able to accept various language as the effects of globalization. The influence of globalization is not only in the form of only economics, but in almost all aspects such like linguistic which focused on language. Language is an aspect that receives many effects of globalization, This is proven by appearing of foreign languages for English which proven by display of foreign languages, In indonesia, based on Law Number 20 of 2003 verse of 50, the Indonesian government has established bilingual schools or schools that use two languages of instruction, namely Indonesian and English.¹ The bilingual school that These are International Standard School Pioneers (RSBI) and Standard Standard Schools International (SBI). The RSBI and SBI aim to increase competitiveness against international world and to spur the progress and development of the nation become the basic law of teaching English as foreign language which standard of teaching progress.

English as a foreign language in Indonesia is starting to become a concern especially in the area of basic education since the early 90s based on awareness of the importance of learning English as early as possible to be able to participate compete in an increasingly modern and globalized world. That awareness is what eventually made the government issue a policy through the Ministry of Education and Culture of the Republic of Indonesia (Depdikbud RI) which states that in the

¹Belmont., *School Committe*, Accessed (<http://www.belmontCrofts1000>. 2006)

beginning of level education for elementary school (SD) can add subjects to its curriculum until the highest level of education for university. It is this policy that ultimately underlies the entry of foreign currency English lessons as part of local content in elementary school.²

The process of learning English progresses slowly and can be interpreted as a series of challenges you face. This process consists of developing certain skills. According to a common framework, these are divided into productive and receptive. Receptive skills include reading and listening. Productive skills consist of speaking and writing and they are significant because they permit learners to perform in communicative aspects such as oral presentations, written studies and reports among others.³

The principle of teaching English is that every educational process should be communicative because the graduates of the students of Junior High School are directed to have life skill for communication, besides they can continue their study to the higher level. Therefore, English teachers should find efforts to find and create new models in the presentation of teaching materials or adopt suitable methods and activities to improve the English speaking ability of their students.⁴

Criteria of great educators must have credibility and ability to convey subject matter to students. There are two components that determine the theory of communicator credibility; Expertise, namely the impression formed by the communicant about the ability of the communicator in relation to the topic being

² Anonim Surat Keputusan Mendiknas No. 0487/1992, Tentang Dewan Pendidikan dan Komite Sekolah, 2002.

³ Mohammed Iqram. *Teaching Productive Skills to the Students: A Secondary Level Scenari*. BRAC University, Dhaka, Bangladesh. (2015).

⁴ Hymes. *Communicative Competence*, (Harmondsworth: Penguin, 1972).

discussed; Trustworthiness, namely the impression formed by the communicator on the communicator regarding the source of information that is considered sincere, honest, and wise.⁵

This concept of research focusing on teaching method at class which influenced the students' performance. The researcher focused the processing of teaching English conducting by the teacher at class face-to-face conversation is interactive and listener-related. Some situations however give one participant a more directive role than the others; one person can be called the 'leader' who takes the initiative, the other are 'followers' who respond to it. In the classroom this overall 'leader' role falls to the teacher.⁶

Student-teacher interaction refers to the opportunity to ask questions, express your thoughts freely, and participate in open discussions in the classroom. Learning performance assesses several options for learning outcomes such as self-assessment of the student's knowledge, understanding, ability and desire to learn more. It is generally associated with a more positive attitude towards the environment, especially courses and teachers. Students' positive attitudes towards learning outcomes and learning outcomes will increase teachers' willingness to engage with students and will lead to more positive evaluations by students of teachers' practices.

Another explanation refers to the students' performance after teaching by English, it can be explained that students' performance in learning is accompanied by his interest in an object. In the learning process that is applied not only to see

⁵ Hovland. (2013). *Communication and Persuasion; Psychological Studies of Opinion Change*. (Yale University Press.

⁶ Vivian C. (1992). *Second Language Learning and Language Teaching* (USA: Routledge, Chapman and Hall) p.90.

the credibility of a teacher, but also to determine student performance or see how students are able to solve problems in learning, because students will not easily solve complex problems in class without the help of a teacher.⁷

The researcher just did pre observing to the teacher who is the focus of the study, where the teacher uses English in providing material and talking to students in the classroom. By seeing teachers who use English in the teaching process, while delivering material in English communication, researchers want to know how students' perspectives on teachers who use English when interacting and want to know the impact that students get on their speaking performance when interacting with teachers or other friends.

The research try to focused on the variable, which EFL Teacher Credibility in using English as the Instructional Language in the Classroom, the gap of this research may become one of the solution for the teacher in delivering their materials by focused on communicative approach, another teacher may follow this approach in teaching after identifying this result because knowing the student performance in the learning process is very important to determine whether students are able to complete the task in accordance with what has been directed. Thus the learning objectives that have been planned can be achieved as much as possible.

Based on the explanation above, researcher is interested to conduct a research which entitled: EFL Teacher Credibility in Using English as the Instructional Language in the Classroom.

⁷ José Luís Abrantes, *Cláudia Seabra and Luís Filipe Lages*; (Pedagogical Affect, Student Interest and Learning Performance).

B. Research Questions

Based on the background of the study, the writer formulates the research question as follows;

1. How is EFL Teacher Credibility in Using English at SMPN 2 Parepare?
2. How does EFL Teacher Credibility Impact Students Speaking Performance at SMPN 2 Parepare?

C. The Objectives of the Research

Based on the research question above, the writer formulate the objective of the researches are;

1. To Know EFL Teacher Credibility in Using English at SMPN 2 Parepare.
2. To Know EFL Teacher Credibility Impact Students Speaking Performanc at SMPN 2 Parepare.

D. Significant of Research

1. Students

The result of this research is expected to give more information which really important to be known as students which focuses on EFL teacher credibility of using English and students speaking performance.

2. Teachers

The teachers can compare and get information about how their credibility with other teachers in using English on students speaking performance.

3. For the next researcher

The researcher can adapt the research results about teacher credibility and students speaking performance. It used also in this study as an alternative for teaching students. They either can use the data taken in this study as a source for making future research considerations.



CHAPTER II

REVIEW OF RELATED LITERATURE

The researcher will present the theoretical review related to the research. It will discuss the interaction and communication, teacher credibility and some related studies. It will also discuss about the researcher's framework of thinking that will be presented in the theoretical framework.

A. Previous Research Finding

Many researcher have conducted their research on the English teacher credibility. Their findings are consecutively presented below:

First research was from Cyril Fernandes which did her research entitled “*The Relationship between Teacher Communication, and Teacher Credibility, Student Motivation, and Academic Achievement in India*”. This study conducted in India, where teachers use the lecture method for classroom communication. Researchers visited 11 schools in India and 519 of 9th graders participated in the survey. The questionnaire was designed to collect data on teacher reliability and student motivation, and four English test scores were collected from the participant. Data were analyzed using linear regression analysis methods and found statistically significant correlations between teacher communication and teacher reliability, and between teacher communication and student motivation. Students agreed that perceptions of teachers were important.⁸

⁸ Chyrlil Fernandes. (2019). “*The Relationship between Teacher Communication, and Teacher Credibility, Student Motivation, and Academic Achievement in India*” (Doctoral dissertation, Concordia University (Oregon)).

Second research from Zohair H. Al-Zoubi did his research entitled “*Student Perceptions of College Teacher Misbehaviors and Teacher Credibility as Perceived by Jordanian University Students*”. This study aimed to identify levels of teacher misbehavior and teacher credibility among a group of undergraduate students in Jordan. Data were collected from a questionnaire in the fields of teacher misbehavior and teacher credibility were administered to a study sample of 273 male and female undergraduate students at the Hashemite University Results indicated that the student perception of both teacher misbehavior and teacher credibility was medium level. Moreover, results showed a negative and statistically significant relationship between irresponsibility and teacher credibility. Upon the findings of the current study, many recommendations were made to examine the psychometric qualities of the multidimensional perfectionism scale and motivation orientation scale in other populations such as secondary school students.⁹

Another research from Maha Samir El-Bayaa which his research entitled “*An Overview on EFL Prospective Teacher's Instructional Communication Skills*”. In this research explain that an instructional communication is a unique area of study. It is rooted in research conducted among educational psychology, pedagogy, and communication studies. It is the process by which teachers and students stimulate meanings in the minds of each other using verbal and nonverbal messages that result in positive educational outcomes. EFL prospective teachers have to realize that their communicative competence is completely related to their instructional communication skills essential for the effectiveness and success in teaching and

⁹ Zohair Al-Zoubi. (2016). “*Student Perceptions of College Teacher Misbehaviors and Teacher Credibility as Perceived by Jordanian University Students*.” *Mediterranean Journal of Social Sciences*, 7(2), 324.

learning processes, establishing good relationships with their students and effective and interactive learning environment in the classroom. The purpose of this paper is to review recent research on instructional communication and discuss the implications of this research for EFL instruction.¹⁰

B. Some Pertinent Ideas

1. Concept of Interactional Communication

Classroom interaction is synonymous with the learning process itself, interaction develops a learner's linguistic abilities. Through interaction, language learners can increase their chances of successfully using the language. Interactions also measure learner progress.¹¹

Interaction is the heart of communication. Communication takes place in interaction. It can take the form of sending, receiving, interpreting, or negotiating meaning.¹² Communication plays a central role in all class activities. Communication in the classroom is similar to other forms of communication. However, how you communicate in the classroom depends on your personal goals, environment and how you participate.

The classroom communication involves some components. They are: the originator, encoding process, transmission, message, channels, communication

¹⁰ Maha Samir E. Bayaa, Zeinab Ali, Walaa Mohamed. (2020). "An Overview on EFL Prospective Teacher's Instructional Communication Skills." مجلة القراءة والمعرفة, 20 الجزء الثاني, 35-1, 226 أغسطس

¹¹ Allwright. *Classroom Language: An Introduction to Classroom Research for Language Teachers*. (2018).

¹² H. Douglas Brown. *Principles of Language Learning and Teaching*. Englewood Cliffs. Prentice-Hall. (1994).

climate, interference, reception, decoding, responder, and feedback.¹³ English is learnt and taught in many different context, and in many different class arrangements. Such differences will have a considerable effect on how and what it is we teach.

The encoding process is the process of converting the message into appropriate words and movements. Sending is the act of sending a message through a particular channel. A message conveys meaning from the sender to the respondent through words and actions. A channel is the path along which messages travel, usually optical or sound wave. The communicative environment is the collection of social, genetic, and personal influences that influence the communicative behavior of both senders and responders.

Interference is noise in a communication system that modifies or alters the meaning of messages. Reception is the process of receiving messages through your eyes, ears, nose, etc. Decoding is the process of converting raw auditory or verbal stimuli into meaningful thoughts or word symbols. The responder is the person to whom the originator's message is addressed. Feedback completes the communication cycle by sending a message back to the sender from the respondent indicating that the message was received and/or understood.

The type of communication in the classroom is influenced by the above components. Components also distinguish classroom communication from other forms of communication. The way students communicate with teachers outside the

¹³ Chris Barker. (2004). *Cultural Studies. Teori & Praktik*, Penerjemah: Nurhadi. (Yogyakarta: Kreasi Wacana).

classroom is different than inside the classroom. Communication between students outside the classroom is also different from communication inside the classroom. Communication in the classroom has very specific characteristics. Students' communication skills are enhanced by interacting with each other through oral or written discourse.¹⁴

As for below are indicators of interaction between teachers' and students' in the classroom.

Table 2.1 Indicator of Classroom (Flanders Interaction Analysis)

Indirect Teacher Talk	Accepts feeling acknowledge student-expressed emotions (feelings) in a nonthreatening manner
	Praises or encourages provides positive reinforcement of student contributions
	Accepts or uses ideas of students clarifies, develops, or refers to student contribution, often nonevaluatively
	Asks questions solicits information or opinion (non rhetorically)
Direct Teacher Talk	Teachers' presents information, opinion, or orientation; perhaps includes rhetorical questions

¹⁴ H. Douglas Brown. *Principles of Language Learning and Teaching*. Englewood Cliffs. Prentice-Hall. (2001).

	Gives directions supplies direction or suggestion with which a student is expected to comply.
	Criticizes or justifies authority offers negative evaluation of student contribution or places emphasis on teacher's authoritative position.

For effective communication skills in the classroom, teachers should consider the following six key points with their students. (a) Positive motivation, where teachers create interest, enthusiasm, remove fear and inhibition. (b) Effective body language; Teachers use gestures and body movements along with verbal skills. (Do not sit and teach, but move down the aisle). (c) A sense of humor that does not allow teachers to confuse dirty jokes with humor. (d) Students understand, teachers prefer dialogue to monologue, and listen to students. (e) Team building helps mutual understanding between students and teachers. (f) Technical skills are taught by teachers using the latest techno tools.

2. The Concept of Teacher Credibility

According to the Indonesian Wikipedia, credibility is the quality, ability, or power to generate trust.

Credibility is a set of perceptions about the advantages possessed by the source so that it is accepted or followed by the audience (recipient).¹⁵ In addition, Rakhmat states that credibility is a set of perceptions of the communicant about the nature of communicators.¹⁶ This definition contains that credibility is the communicant's

¹⁵ Cangara, Hafied. (2003). *Pengantar Ilmu Komunikasi*. Jakarta: Rajawali Pers.

¹⁶ Jalaluddin Rakhmat. (1994). *Psikologi Komunikasi*. Bandung: Remaja Rosda Karya

perception, so it is not attached to the communicator, and the second, credibility with regard to the characteristics of communicators.¹⁷

Clements defined credibility as credible individuals who are reliable, have knowledge of the circumstances, and have trustworthy reputation because of their intelligence.¹⁸ In this case, credibility is a student's perception of his teacher who is believed to be able to provide useful knowledge through skills, insights, information, and knowledge that students get from the learning process. A person is said to be credible if he has certain qualities to convey a message, so that people are more impressed and trusting when he has expertise and skills.

Through communication, teachers build trust with their students. A student's perception of a teacher's verbal and nonverbal communication and the teacher's trustworthiness play an important role in the learning process. Active teacher communication. B. Verbal abuse negatively affects student learning. Teachers' active communication may be a type of classroom communication behavior by teachers that interferes with student learning.¹⁹

Effective teacher communication skills are important for establishing credibility among the students. Because teacher credibility is correlated to teacher behavior while communicating with the students.

¹⁷ Jack C. Richards. (2006). *Communicative Language Teaching Today*. United States of America: Cambridge University Press.

¹⁸ Roger Clements. (2013). *Teacher Accountability or Credibility?*. Journal of Physical Education, Recreation, and Dance, 84(6), 3-6.

¹⁹ Finn, A. N., Ledbetter, A. M. (2014), *Teacher Verbal Aggressiveness and Credibility Mediate the Relationship between Teacher Technology Policies and Perceived Students Learning*. Communication Education, 63(3), 210-234.

From the opinions above, credibility is a matter of perception or trust, therefore credibility changes depending on the perception of the actor (communicant), the topic being discussed and the situation in which communication takes place.

According to its form, credibility can be divided into three types, namely:

a. Initial Credibility

Credibility obtained by the communicator before the communication process takes place. For example, a person who has a title in front of his name makes it easy to gain the trust of others, or because he has been a long-time friend or has a relationship with this teacher and hears his name from the mass media.

b. Derived Credibility

Credibility obtained by a person gains during communication. For example, during the learning activities, in general, the teacher will display his personality, both on the topics discussed, vocal changes, and in the way the material is delivered.

c. Terminal Credibility

Credibility obtained by the communicator gains after listeners or readers follow his or her review. A teacher who wants to gain credibility must have deep knowledge, extensive experience, obeyed power and a valued social status.²⁰

²⁰ Hafied Cangara. (2003). *Pengantar Ilmu Komunikasi*. Jakarta: Rajawali Pers.

Semlak and Pearson states that Credibility is the attitude a communicator has at a given point in time towards a communication source. If students don't like the teacher's communication style, the natural reaction is student disagreement. Teacher reliability refers to student attitudes towards teacher-perceived believability.²¹

The credibility that exists in a person does not appear on its own but requires certain ways to realize it. The components of credibility consist of:

a. Competence

Competence relates to your skill set and applicable know-how when it comes to completing on the job tasks and fulfilling work-related duties.

To be someone who has credibility is to acquire knowledge and expertise constantly. The value of a person as an individual is not only determined by beliefs, but also by one's ability to act on those beliefs. In this case, the teacher has abilities that include classroom management, managing teaching and learning programs, mastering teaching materials, the ability to use media or learning resources, and assessing student achievement.

Wibowo stated that competence is an ability to carry out or do a job based on skills and knowledge, supported by the work attitude required for the job. In detail, Wibowo provides an explanation each of the factors that affect competence as follows

²¹ Zhang, Q., Zhang, J., & Castelluccio, A. (2011). *A Cross-Cultural Investigation of Student Resistance in College Classrooms: The Effects of Teacher Misbehaviors and Credibility*. *Communication Quarterly*, 56(2), 209-227.

1) Expertise or Skill

Expertise is the impression formed by the teacher about his ability to deliver material to students. These abilities include classroom management, and the ability to use media or learning resources, and assess students achievement.

2) Experience

A person's experience can also influence factors competence. Experience is the length of work of teachers in carrying out their duties as educators. A teacher who has a lot of experience in teaching will find it easier to control the class and approach the character of students.

3) Personal Characteristics

Personal characteristics are defined as characteristics one's personality. A person's personality traits can be affect competence. It is meant is the attraction of a teacher. The attraction is in a teacher because the interest will increase the desire of students to continue to follow what the teacher is talking about in the learning process in the classroom.

4) Intellectual Capacity

Someone will affect the mastery of competence. A person's competence depends on the level of different thinking abilities. Differences in the level of one's thinking ability in competence will affect decision making in the company and overcome various conflicts that occur. It can be

concluded that intellectual capacity refers to how a person can manage his level of thinking ability.²²

In order to develop their abilities, a teacher must also be able to realize the potential of students and their classroom situation. A teacher must also ensure that educational opportunities exist for individuals to nurture their knowledge and expertise.

Understanding competence in public is needed especially to answer the demands of the situation, where there are very fast changes, the development of very complex and dynamic problems and the uncertainty of the future in the order of people's lives. So it can be concluded that the competencies needed at this time are employees who have superior work characteristics, are able to adapt when situations and conditions demand self-ability and quality of work that is expected to develop them so that they can work independently, reliable and have quality.

b. Trustworthiness

Trustworthiness is the previously accumulated perceptual experience that leads to trusting another person, institution, or organization. Trustworthiness is the subjectively perceived point on the continuum at which an individual's actions are perceived as fulfilling an ethical duty considered to be owed to the person making the trust decision. Trustworthiness is determined on an individual basis and is based on each individual's ethical perception of the obligations owed by the person whose behavior is being objectively observed.

²² Wibowo, *Manajemen Kinerja*, (Jakarta: PT Raja Grafindo Persada, 2009) p.324

Trustworthiness or rigor of a study refers to the degree of confidence in data, interpretation, and methods used to ensure the quality of a study. In each study, researchers should establish the protocols and procedures necessary for a study to be considered worthy of consideration by readers. Although most experts agree trustworthiness is necessary, debates have been waged in the literature as to what constitutes trustworthiness.²³

Trustworthiness is the willingness of a person B to act favorably towards a person A, when A has placed an implicit or explicit demand or expectation for action on B. The implicit demand may entail a situation in which a child is drowning and B is expected to do something to save the child, that B drive with care and stop at pedestrian crossing when A is on the road, or that B reward an investment made by A, like in the trust game. In most situations the expectations are based on social norms that do not entail a precise course of action in a variety of situations, providing B considerable room for discretion as to what constitutes trustworthy behavior.

The meaning of trustworthiness is very specific in the case of driving through a quiet intersection, but it is likely to be muddled when driving conditions are difficult because of traffic and weather. In the case of situations represented by the trust game, trustworthiness means not taking advantage of the

²³ Michael Connely. (2016). *Trustworthiness in Qualitative Research*. *Medsurg Nursing*, 25(6), 435.

vulnerability that A has created; since anything that B retains is a windfall, the more B returns the more trustworthiness he or she exhibits towards A who sought to maximize returns on investment.² Trustworthiness has thus four parallel facets to trusting. As is the case with trusting, these facets are variable and vary across contexts and individuals.²⁴

c. Caring

Caring is about devotion to seeing the working community that a person part of, thrive, as well as its individual members. It is a matter of acting in everyone's best interest and demonstrating their accountability to others. Being empathetic to the concerns and well-being of the company and colleagues forges strong interpersonal connections. Exhibiting selflessness to the betterment of all denotes the kind of a good mindset; it, too, is the sort of behavior one wants to see in their peers.

As mentioned earlier, the perceived teacher competence aspect is closely related to the teacher care aspect. The final dimension of a teacher's perceived trustworthiness relates to the teacher's caring. Immediacy was previously defined as a teacher's nonverbal communication through eye-her contact, gestures, proximity, posture, intonation, and facial expressions. Students thought it was great that teacher care was closely related to immediacy, but verbal care, in contrast to immediacy, reflected the student's nature of wanting to be cared for,

²⁴ *Journal of Economic Psychology*. (2010). 31(1), 64-79.

regardless of age. It became clear that the necessary needs and desires became apparent.

Noddings asserted that all people have a desire to be cared for and unless care is actually received, then the relationship is incomplete. She stated, “*No matter how hard teachers try to care, if the caring is not received by students, the claim “they don’t care’ has some validity”*. In relationship to a school setting, caring can have a reciprocal approach. When immediacy and caring were combined, the teacher was “*perceived as significantly more competent*”. There are research articles connecting nonverbal immediacy with perceived caring. Additionally, Discovered an explicit relationship between affective learning and perceived caring. This suggests that nonverbal immediacy behaviors exhibited by teachers are tied to student perceptions of teacher caring. “*Nonverbal immediacy is simply one way to communicate caring*”.²⁵

According to Swanson in Arnita Susilaningtiyas in a journal Family Welfare and Education which classifies the dimensions of caring, namely:

- a. Full of meaning
- b. Also attending
- c. To do
- d. It may be

²⁵ Grasha, A. F. *Teaching with style: A practical guide to enhance learning by understanding learning and teaching style*. (College Teaching,48, 1-12)

e. Keep the faith²⁶

From this explanation it can be explained that in the dimension of knowing means trying hard to understand events that have meaning in the lives of other people. In this aspect, avoiding assumptions about events experienced by others is very important, focusing on the needs of others, making in-depth assessments, looking for verbal and nonverbal cues, and engaging in both cues.

Teven and McCroskey stated in one of his earlier studies, three factors that are believed to influence a student to perceive a teacher as caring, namely empathy, understanding, and responsiveness. Empathy is the ability of a person to empathize with another person's situation. Understanding is the ability to perceive the feelings, needs, or thoughts of others. Responsiveness refers to a teacher's ability to remain sensitive to student needs and respond to those needs with appropriate interventions to ensure that learning and student coping skills are maintained.²⁷

The factors that affect caring are; Culture, culture influences about the concern that is expressed and manifested in action; Values, the decision-making process for a person is influenced by the values he holds, such as setting priorities, managing finances, time and energy; Worth, the value of our relationships with others is to match what we get when we are willing to give

²⁶ Arnita Susilaningtiyas. *Iplementasi Karakter Peduli dalam Kegiatan Kemahasiswaan di Fakultas Ilmu Sosial*. Jurnal Fakultas Sosial Universitas Negeri Malang, No.3, Vol.5 (2015) p.68

²⁷ Markley, T. *Defining the Effective Teacher: Current Arguments in eEuction. Essays in Education*, (Retrieved on September 15, 2022)

time, effort, even money; The maturity level of a person's concern in a caring relationship can affect the quality and type of caring relationship.

Based on this, culture will control how actions or deeds are realized. Social acceptance and social expectations also influence how care is provided in a given setting. Motivation also affects attention in the sense that the aims and objectives also depend on the values espoused. Genuine caring will not make the time, money, and effort we are willing to give go to waste or make it unwise. In order to achieve a very important goal (eg saving a life), a person who cares may injure himself or herself. But if it leads to something dangerous, of course it's not a form of concern. Then the human condition needs factors such as to grow, stimulate, care, but for an exclusive relationship, this will not be given also has an influence on caring and caring requires caring unity that is complemented by wholeness of heart. one's personality.

3. The Concept of English Speaking Performance as the Communication

Speaking is an activity to produce utterance to oral communication. It means that this activity involves two or more people in whom the participants are both hearers and speakers having to react to whatever they hear and make their contribution a high speed, so each participant has intention or a set of intention that he wants. So, the English teacher should active the students speaking ability by providing communicative language activities in the classroom and then giving them the opportunities to practice their speaking skill as much as possible.

According to David Nunan, speaking means the single most important dimensions of studying a second language, and success in terms of competence to carry out a conversation in the language.²⁸ Then according to Brown, speaking is a productive skill that can be directly and empirically observed, those observations are invariably colored by the accuracy and effectiveness of a test taker's listening skill, which necessarily compromises the reliability and validity of an oral production test. Speaking is the product of creative construction of linguistic strings. The speaker makes choices of lexicon, structure, and discourse.²⁹

Based on explanation above, the researcher give conclusion that speaking is an important part in our live that we use to communicate to the other. Performance is overtly observable and concrete manifestation or realization of competence. It is the actual doing of something: walking, singing, dancing, speaking.

Richard Bauman said fundamentally, performance as a mode of spoken verbal communication consists in the assumption of responsibility to an audience for a display of communicative competence. This competence rests on the knowledge and ability to speak in socially appropriate ways. Performance involves on the part of the performer an assumption of account ability to an audience for the way in which communication is carried out, above and beyond its referential content. Performance, as a way of speaking, makes much aspect of verbal behaviors into the one unity

²⁸ David Nunan. (2003). *Practical English Language Teaching*. USA: McGraw-Hill Company.

²⁹ H. Douglas Brown. (2001). *Principles of Language Learning and Teaching*. Englewood Cliffs. Prentice-Hall.

concept. Furthermore, performance has been used to convey a dual sense of artistic action.³⁰

Based on some explanation above, the writer can assume that speaking performance is always related to communicate and speaking performance itself. It can be affirmed as the skill to use the language accurately to express meanings in order to transfer or to get information from other people in the actual instances of language use in real time.

The student speaks so little that no 'fluent' speech can be said to occur processing that we can see from when we make some interaction with other people and when we can process the message that is conveyed.

The goal of teaching and learning English in Indonesia is to develop communicative skills that include the skill of listening, speaking, reading and writing proportionately. Therefore, the teacher should provide the students with speaking task and give them opportunities to use the target language to communicate with others.

Speaking is a two-way process between speaker and listener, involving productive capacity and receptive capacity for understanding. This means that when people speak, they try to communicate with each other and send messages to each other using their own language. In this case, he needs at least two people for the speaking process. One is the speaker who generates the information and she is the listener who receives the information.

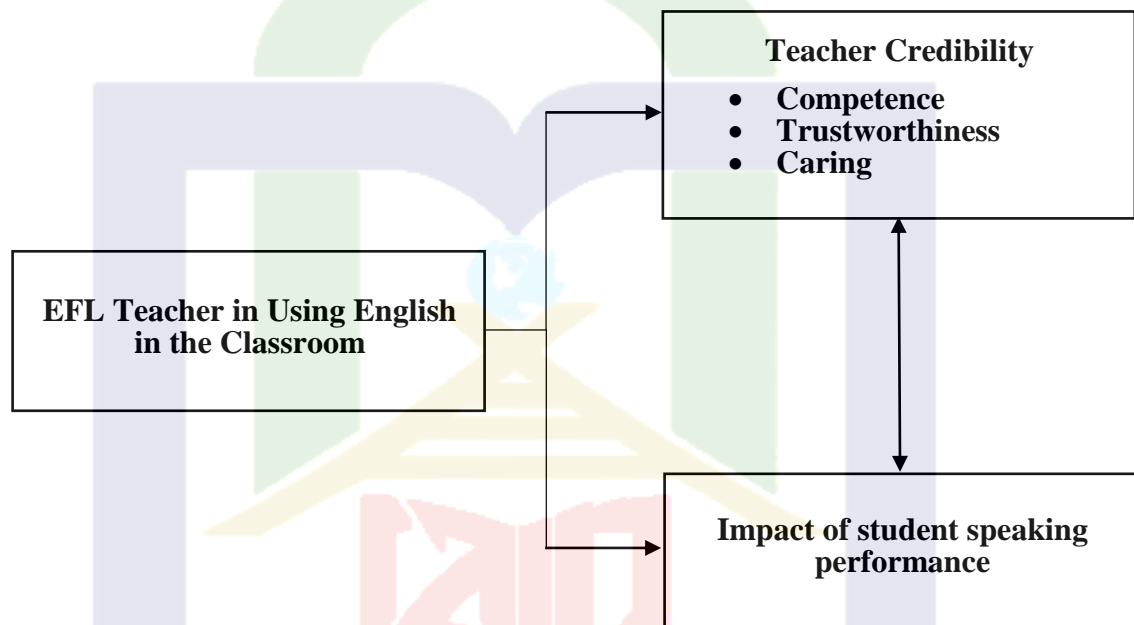
³⁰ Richard Bauman. Folklore. (1992) *Culture Performance and Popular Entertainments*. New York Oxford:Oxford University Press.

The goal of teaching speaking skill is to communicative efficiency. Teaching speaking skill is training students how to integrate skills to deliver oral presentations without articulation difficulties.



C. Conceptual Framework

The main focus of this research about the EFL teacher credibility in using English as the instructional language in the classroom and the teacher credibility impact students' speaking performance. The researcher design the conceptual framework of this research by showing diagram below:



Picture 2.1 Conceptual Framework

The picture above shows the framework of the concepts will construct in this research. EFL teacher credibility in using English as the instructional language in the classroom.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

This research use qualitative design. It used to understand the phenomenon by addressing the question based on the theory or ideas directly to the source of information. Qualitative research is interested in process, meaning, and understanding gained through words or pictures that the respondents paint.³¹

B. Location and Duration of the Research

The location of this research is at SMPN 2 Parepare. It one of the junior high school located in Kec. Soreang, Parepare. The duration of this research is 45 days for finishing this research.

C. Subject of the Research

The subject of the research were taken from one of the English teacher in SMPN 2 Parepare and eight students to crosscheck the data. The researcher only took one English teacher, because from her observations only this teacher used English when make an interaction with students.

D. Focus of the Research

In qualitative research, the research focus is the focus of the research study or the subject to be studied, containing an explanation of what dimensions are the center of attention and which will be discussed in depth and thoroughly.³² The focus of this research is very important to clarify the problem to be studied. In this research, it

³¹ Setiadi, Ag, B, *Metode penulisan untuk pengajaran bahasa asing:pendekatan Kuantitatif dan Kualitatif*,(Yogyakarta: Graha Ilmu, 2006)

³² Burhan Bungin, *Analisis Data Penelitian Kualitatif* (Jakarta: Rajagrafindo Persada, 2003).hal. 41

focuses on EFL teacher credibility in using English on students speaking performance.

E. Data types and Sources

In this research, it is necessary to carry out the process of collecting data using several methods. Data is information about some things, which can be something that is known or considered in response to facts described through numbers, symbols, codes, etc.³³ The type of data used in this research is a type of qualitative research, namely the type of data that uses words or descriptions rather than using numbers.

The data sources used in this study are divided into two, namely primary data and secondary data.

1. Primary Data

Primary data is data obtained or collected directly in the field by the person conducting the research or the person concerned who needs it. Primary data is also called original data or new data. For example: questionnaire data, survey data, observation data.³⁴ According to Umi Narimawati, primary data is data that comes from the original or first source and is not available in compiled form or in the form of files. Primary data is sought through sources or in technical terms respondents, namely people who are used as objects of

³³ Mahabuddin, Iqbal Hasan. *Analisis Data Penelitian Statistik* (Jakarta: PT Bumi Aksara, 2013). p. 21

³⁴ Misbahuddin, Iqbal Hasan. *Anallisis Data Penelitian Dengan Statistik. Anallisis Data Penelitian Dengan Statistik*. (Jakarta: PT Bumi Aksara, 2013). p. 22

research or people who are used as a means to obtain information or data.³⁵

The main primary data used by the researcher is data from interviews with EFL teacher and students at SMPN 2 Parepare, and also the results from observations.

2. Secondary Data

Secondary data is data obtained or collected by people conducting research from existing sources. Secondary data is usually obtained from the library or from previous research reports.³⁶ Secondary data is a data source that does not directly provide data to data collectors (researchers).³⁷ Secondary data is a data source that does not directly provide data to data collectors (researchers), such as journals and several references related to the research being conducted.

F. Instrument of Collecting Data

1. Observation

Observation is used to collect more data from the respondents. The Observation guide used to guide the researcher to conduct this observation that is helped for result validity. So that, Observation is the systematic

³⁵ Nuning Indah Pratiwi. *Penggunaan Media Video Call Dalam Teknologi Komunikasi*. Ilmiah Dinamika Sosial 1, no. 2 (2017). h. 211

³⁶ Misbahuddin, Iqbal Hasan. *Anallisis Data Penelitian Dengan Statistik*. h. 22

³⁷ Nuning Indah Pratiwi. *Penggunaan Media Video Call Dalam Teknologi Komunikasi*. h. 221

observation and recording of the symptoms that appear on the object of research.³⁸

2. Interview

Interview is a data collecting technique that uses open from question and can use to get more information about the research.³⁹ An interview is a conversation for gathering information. In this research, the researcher use interview guidelines as an instrument with in-depth interview. In-depth interview is a qualitative research technique which is used to conduct intensive individual interviews.

G. Technique of Data Analysis

1. Analysis Interview

An interview was a form of verbal communication or a kind of conversation that aims to obtain information.⁴⁰ An interview was a form of verbal communication that aims to obtain information. The main point was to have a better communication in order to gain deep information from the subject of the research. Semi-structured interviews used in this study to find educational and moral values reflected in Helen's murder films. Qualitative research is commonly referred to as an interactive data analysis technique in

³⁸ Andra Tersiana. *Metode Penelitian*. (Jakarta: Anak Hebat Indonesia. 2018) h.94

³⁹ Sutrisno Hadi, *Metodologi Research untuk Penelitian Paper, Skripsi, Thesis dan Disertasi*. (Yogyakarta: Andi Offset1991), 192.

⁴⁰ Nasution, *Metode Research (Penelitian Ilmiah)*, (Jakarta: PT Bumi Aksara 2016), h. 11

many data analyzes using analytical models.⁴¹ There were three activities in analyzing the qualitative data, such as the stage data reduction, data display, and conclusion or verification. Those activities were shown in the following picture

a. Data Collection

This first part is one of the main points in doing a qualitative research. Collecting data simply means to gather all the related and supported info, material of the research. This include: observation, interview record, supporting data, journal and others. Observation is a data collection technique by doing a proper research, taking field notes in systematical terms.

b. Data Analysis

The large amount of data should be analyzed with deep and analytic. Due to this condition, before conducting the data analysis, data reduction should be in the first place. Summarize and deconstruct key points, focus on key information, and find themes and patterns. Summarized data is easier to analyze because the information is clearly displayed. This helps researchers find data gaps to complete their studies. In analyzing or reducing data, researchers are guided by the goals of the study, which are the results.

⁴¹ Sukardi, *Metode Penelitian Pendidikan*, (Cet XI; Jakarta: PT Bumi Aksara, 2004)

c. Data Display

After conducting the data reduction or data analysis, the next step will be displaying the data. In qualitative research, displaying the data can be performing in short explanation, chart, connection among the categories, and flowchart. the common way to display the data in qualitative research is narration form.

d. Conclusion

The last step in analyzing the qualitative research is conclusion and verification. This may answer the research question from the previous chapter or not because it is still temporary and will be developed during the research. The conclusion in qualitative research is based on the new findings. Verification process will be done with help from the subject of the research and the expert.⁴²

⁴²Ary, Donal,et all, *Introduction to Research in Education (Eight Edition)*,(USA: wordworth group, 2010)

CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

This chapter is the findings of the research which is related to the research question. The researcher explained the findings based on a research question. The first research question is to find out teacher credibility in using English as the instructional language in the classroom, and the second research question is about teacher credibility impact students speaking performance.

Some of the stages carried out by researchers are observation and interview. In the first stage, the researcher made observations in schools related to the activities of students in SMPN 2 Parepare which referred to English learning. Then the second stage is an interview conducted with teachers and students. To the teacher is a direct interview about the EFL teacher credibility in using English as the instructional language in the classroom, then the interview to the student is about how the impact of the teacher using English in the classroom on their speaking performance. This research was conducted on Tuesday, 8 November 2022.

Then, the researcher is describing two research questions as explained below:

1. **EFL Teacher credibility in Using English as the Instructional Language in the Classroom.**

- a. **Competence**

The following is the result of an interview with Mr. H regarding the reasons for using his skills to be applied in the classroom.

“...kenapa saya menggunakan bahasa inggris di dalam kelas sebagai komunikasi atau alat komunikasi, itu karena saya sendiri adalah guru bahasa inggris, jadi betapa ironi nya jika saya mengajarkan bahasa sementara saya sendiri tidak memberikan contoh yang baik dan benar kepada siswa. Ini sama dengan menaburi garam di laut. Jadi sia-sisalah apa yang saya lakukan di kelas jika saya tidak memaksimalkan kemampuan yang saya miliki dengan menggunakan bahasa inggris ketika pembelajaran berlangsung.”

The respondent said that he uses English in the classroom as a means of communication is because he is an English teacher, so it would be ironic if he taught the language while he did not give good and correct examples to his students. This is the same as sprinkling salt in the sea. So it is useless what he does in the classroom if he does not maximize the ability he has by using English when learning takes place.

Based on information from the speakers, it is stated that as a teacher, it is supposed to set a good example to students in the classroom, and be able to maximize the skills they have to be applied in learning.

Another reason Mr. H uses his skills to be applied as a learning method.

“...memilih metode menggunakan bahasa inggris didalam interaksi pembelajaran agar siswa tidak cepat lupa apa yang mereka telah pelajari, karena yang jadi masalah sekarang, siswa mulai kelas 7, tamat SMP, masuk SMA, tamat SMA, mereka tidak bisa berkomunikasi sama sekali karena apa.. itu tadi karena guru kurang yaa.. kurang meng-implementasikan apa yang diajarkan, kurang menerapkan, karena mengajarkan bahasa inggris itu adalah skill atau keterampilan, nah kita tau kalau skill itu sesuatu yang diulang-ulang sesuatu yang dilakukan, kalau tidak dipraktekkan maka ini hanya berada di angan-angan saja...”

Respondents chose the method of using English in learning interactions so that students do not easily forget what they have learned, because the problem is, students start grade 7, finish junior high school, enter high school, finish high school, they cannot communicate at all because the teacher does not implement what is taught, lacks application, because teaching English is a skill or skill, now we know that skill is something that is repeated something that is done, if it is not practiced, it is only in wishful thinking.

This statement is also reinforced by the point that Mr. H has considered to use his expertise.

“pertimbangan nya adalah saya tidak mau melakukan sesuatu yang sia-sia, yaa.. meskipun itu hasilnya sedikit little by little nantinya akan jadi much...”

The respondent state that his consideration is that he doesn't want to do something in vain, even if it's a little bit, little by little it will become a lot.

With this reason, the resource uses his skills to implement it, because it is better to apply something with a little but gradually it will become a lot and become a habit.

In addition to interviews conducted with teachers, researchers also conduct interviews with students to prove and support the teachers' statements. Researchers attribute the statements of teacher and students to the point of elevating from the notion of credibility itself which is a

perception or view of the advantages that the speaker source has, so that it can be accepted or followed.

So this is a statement that leads to teachers' expertise in the classroom.

List of Respondents	Interview excerpt
2 nd respondent	<p><i>“Menurut saya penggunaan English penting saat guru mengajar di kelas karena dapat menambah kepercayaan diri siswa dalam berbahasa Inggris dan juga melatih kemampuan siswa dalam berbahasa inggris serta dapat mengajarkan lebih banyak hal lagi dengan cara berdialog intensif seperti ini.”</i></p>
3 rd respondent	<p><i>“Menurut saya kesannya sangatlah baik, karena jika menggunakan bahasa inggris siswa siswi akan termotivasi untuk menggunakan bahasa inggris dalam proses pembelajaran”</i></p>
4 th respondent	<p><i>“Jika guru mengajar dengan menggunakan bahasa Inggris itu bermanfaat bagi siswa yang mendengarkan, karena dengan guru mengajar menggunakan bahasa Inggris, siswa pun akan merasa terinspirasi atau terdorong untuk berbicara menggunakan bahasa Inggris.”</i></p>
5 th respondent	<p><i>“Pendapat saya mengenai penggunaan b inggris saat guru mengajar itu apabila gurunya menggunakan b inggris full tanpa menyelingi dengan b indonesia sebagian siswa yang kurang dalam b inggris akan kurang mengerti. Tetapi dengan itu siswa akan mencari tahu kosa kata yang kurang di mengerti.”</i></p>

6 th respondent	“I think that's a great idea if the teacher uses english for teaching, that can improve our listening.”
7 th respondent	<i>“Mungkin akan sulit, terutama pada pelajaran hitung hitungan seperti matematika, fisika, kimia dll.”</i>
8 th respondent	<i>“Ini sangat bermanfaat dimana kita sebagai siswa dapat mencerna sendiri apa yang dikatakan oleh guru yg mengajar. dan menurut pengalaman pribadi saya, ketika guru menggunakan bahasa inggris saat mengajar, kosakata yang sudah saya hafal dan sudah agak lupa itu membantu memori saya untuk mengingat kosakata tersebut.”</i>

Interviews with some of these students responded and most of them revealed that the skills possessed by Mr. H who uses English as an interaction in the classroom received a good response and impact on students in the learning process in the classroom.

From the excerpts of the interview above, it can be concluded that teacher competence is something that has an impact on student success in learning. If the teacher does not have expertise in teaching, of course, it will certainly have an impact on students where students will understand or not with the material provided. Because expertise is an impression formed by the teacher in delivering material to students.

b. Trustworthiness

In the interview conducted with Mr. H, he explained how to convince students to trust the teacher in learning so that students and teachers can use English to interact.

“Cara meyakinkan siswa sederhana sekali, bahwa untuk apa kita belajar bahasa inggris, capek-capek belajar bahasa inggris, capek kamu mengerjakan tugas tapi kamu juga tidak pernah menggunakan apa yang kamu pelajari, tidak di implementasikan, jadi yang hakekatnya disini belajar bahasa meskipun sedikit tapi itu diulang-ulang, digunakan, yaa bahkan setelah kelas bahasa inggris selesai mereka masih menggunakan itu sebenarnya lebih dahsyat dibanding kamu mempelajari satu buku tapi tidak ada hasil, itu caranya bagaimana kita meyakinkan siswa bahwa hal ini penting sekali dan tidak hanya untuk saat ini yaa.. kepentingan kamu mempelajari bahasa inggris bukan hanya sampai di kelas 7, 8, 9 tapi juga jauh kedepan nanti ketika kamu kuliah, kamu berpotensi untuk mendapatkan beasiswa, ketika kita mendapatkan beasiswa itu kita harus ada lisensi bahasa inggris...”

The respondent said, the way to convince students is very simple, that why are we learning English, tired of learning English, tired of doing assignments but you also never use what you learn, not implemented, so the point here is to learn the language even if it's a little but repeated, used, even after the English class is over students still use it, it's actually more powerful than you studying books but there is no result, that's how he convince students that this is very important and not just for now. Your interest in learning English is not only until grade 7, 8, 9 but also far into the future when you go to college, you have the potential to get a scholarship, when we get that scholarship we have to have an English license.

From the presentation of the resource, to build trust is to convince students and give them input that relates to the surrounding life related to the learning provided.

The way teachers develop confidence in their skills is by always interacting with students using English. Here is the explanation.

“saya selalu berkomunikasi dengan siswa saya, dan tentu ada satu, dua, siswa yang ahli, yang mahir, yang punya bakat di bidang bahasa inggris jadi saya sering-sering berinteraksi dengan siswa-siswa yang punya kemampuan rata-rata di atas, itu salah satunya yaa, ...Jadi tanpa sadar sebenarnya, siswa berbahasa inggris, guru juga terbantuan secara tidak sadar, jadi terjadi symbiolism mutualism yaa.. hubungan timbal balik yang saling menguntungkan sebenarnya, jadi kalau kita paksa siswa berbahasa inggris, suatu saat nanti kita juga akan selalu berbahasa inggris karena siswa nya sudah pada mode mau berbahasa inggris.”

The respondent said, he always communicates with his students and of course there are one or two students who are experts, who are proficient, who have talent in the field of English so he often interacts with students who have above average abilities, that's one of them. So unconsciously actually, students speak English, teachers are also helped unconsciously, so there is a symbiolism of mutualism, a mutually beneficial relationship actually, so if teacher force students to speak English, someday teacher will also always speak English because the students are already in the mode of wanting to speak English.

Always inviting students to talk and building good communication between teachers and students is Mr. H's way to continue to form his confidence. Because if a person has built his own self-confidence, indirectly he will also help the interlocutor to be able to understand and be able to interpret his speech.

The speaker's explanation was reinforced by the statement of students who claimed to understand the teaching materials provided by the teacher.

List of Respondents	Interview excerpt
2 nd respondent	<i>“saya mampu memahami materi dengan baik saat guru memberikan pelajaran dengan menggunakan English karena guru saya menjelaskannya sedetail mungkin dan mengizinkan kita untuk memberikan pendapat/bertanya setelah beliau menjelaskan.”</i>
3 rd respondent	<i>“Iya, karena jika tdk berbahasa inggris maka siswa tidak akan terbiasa dalam berbicara menggunakan bahasa inggris.”</i>
4 th respondent	<i>“Kalau saya sendiri, saya mengerti materi yang dijelaskan Mr. Hamid dengan berbahasa Inggris...”</i>
5 th respondent	<i>“Ya, saya dengan mudah memahami materi yang guru berikan”</i>

6 th respondent	“Yes, I can understand the material really well, sometimes he repeats his explanation and sometimes he mixes his explanation with bahasa.”
7 th respondent	“Bisa ya bisa tidak tergantung dari kosa kata yg digunakan dan pengucapan guru yg mengajar, karna saya pernah dapat guru yg pengucapannya jelas yg memudahkan saya menangkap materi dan guru yg pengucapannya cepat sehingga saya sering tidak menangkap materi.”
8 th respondent	“Kadang iya kadang tidak, karena masih labil dalam penggunaan grammar dan kosakata karena faktor tidak ada partner dalam berbahasa inggris.”

Based on the data above, it can be concluded that in order to be trusted, the teacher must make himself have good communication with students, by letting the teacher let his students get to know him. Because someone can be trusted by convincing others that care about the situation and do something about it. Before someone is willing to follow your actions, surely the person must build their trust first.

From the presentation of the students, it is proven that students are able and willing to follow the teacher's actions, namely by being able to understand the teaching material given by the teacher, when students are able to follow the teacher's actions, it means that students have surrendered

their trust to the teacher, this means that the teacher has succeeded in building his confidence in the classroom.

c. Caring

Caring is an attitude and action to give help to others. Caring or empathy is based on the desire to build bonds with others and to meet their needs and then that care will be manifested into the form of action. Because the best way to understand what caring is is to look at how it is practiced.

This is the reason for researchers to ask questions related to teacher concern for students, namely about the teacher's attitude if students ignore the material provided during the learning process. Here is the statement of Mr. H.

“kita membuatkan komitmen, kita buat perjanjian, yaa.. kontrak lah istilahnya, nah manakala ada siswa yang terus menerus melanggar dari kontrak ini yaitu tidak mempraktekkan apa yang sudah dipelajari itu kita kasi hukuman dengan cara berdiri biasanya... Kalau berdirinya masih kurang mempan kita kurangi nilai bahasa inggrisnya. Alsannya kenapa saya kurangi nilaimu nak, untuk apa nilaimu tinggi-tinggi di buku rapormu sementara kamu kalau diajak ngomong bahasa inggris, tidak ada, jadi tidak sebanding nilai kamu dengan apa yang ada di keseharian kamu...”

The respondent said, he and his students make a commitment, make an agreement, a contract. when there are students who continue to violate this contract, namely not practicing what has been learned, they will be punished by standing usually. If standing up does not work, then the students' English grade is deducted. The reason is because what's the point of having a high

score on your report card when you don't speak English, so your score is not comparable to what you do in your daily life. The way Mr. H gives his concern to students who ignore the material given is by making an agreement or contract with the student by giving him punishment and even reducing his grades if there is a student who ignores the material.

In addition to providing care to students who ignore the material, Mr. H's form of concern is also manifested in that he seeks to overcome obstacles that exist in students when students do not understand the material as well as when the teacher uses English when interacting in class. Here's the explanation.

“nahh kalau yang slow students itu kita memberikan perhatian yang lebih, kita latih pengucapannya, kita pastikan bahwa dia memahami apa arti ungkapan yang diajarkan, jadi perhatiannya itu lebih yaa dibanding yang cepat menangkap... jadi kita kasi perhatian yang lebih dengan memberikan drill terutama pengucapan, karena hambatan siswa itu kalau belajar bahasa inggris dia berjuang dengan bagaimana how to pronounce the expression yaa...”

The respondent said, for slow learners, he pays more attention, he practices the pronunciation, he makes sure that the student understands what the expression means, so he pays more attention than fast learners. so he pays more attention by giving exercises especially pronunciation, because the obstacle of students when learning English is difficulty in pronunciation.

The teachers' effort in overcoming student obstacles during learning is to always give exercises, especially in pronunciation exercises.

Some of the concerns of the teacher above are also strengthened by student statements that confirm that the teacher pays great attention to students who do not understand the teaching material.

List of Respondents	Interview excerpt
2 nd respondent	<i>“guru saya akan mengajarkannya lebih intensif lagi sehingga ia (teman saya) bisa dan dapat mengerti”</i>
3 rd respondent	<i>“ia (guru) akan menanyakan kendala tersebut dan akan mengupayakan agar kendala tersebut dapat di selesaikan”</i>
4 th respondent	<i>“Biasanya Mr. Hamid akan datang kepada kami dan bertanya, setelah mengetahui kendala siswa, Mr. Hamid akan menjelaskan ulang dengan menggunakan bahasa Inggris yang mudah dipahami, dan jika masih belum paham, Mr. Hamid akan mencampur kedua bahasa yaitu bahasa Indonesia dan bahasa Inggris...”</i>
6 th respondent	“The teacher will ask them what is their problem and try his best to solve it...”
7 th respondent	<i>“Sebaiknya saya dan teman saya menanyakan hal yang kurang di mengerti dan semestinya guru dapat menjelaskan ulang mengenai materi tersebut dengan menggunakan b indonesia.”</i>

8 th respondent	<i>“Tetap memberikan penjelasan terakit materi, dan juga biasanya memberikan meteri dengan hal hal yang mudah diingat contohnya dengan menggunakan lagu, dan bahkan melakukan games terkait materi agar siswa yang terkendala dalam materi dapat menerima materi tersebut dengan santai.”</i>
----------------------------	---

The student statement above shows how the teacher takes action against students who are lacking or even ignoring learning. The action in the form of teacher concern is evidenced by the statements of the students he teaches, namely by giving students the opportunity to ask what they do not know and guiding students who do not understand to help them solve their problems in learning. This proves the previous statement that teachers care about their students.

After discussing teacher credibility in using English as the instructional language in the classroom, the next researcher will discuss the impact of teacher credibility on students speaking performance.

2. EFL Teacher Credibility Impact Students Speaking Performance

From the interview conducted with Mr. H, with teachers using English as a classroom interaction, it is certainly a challenge faced by teachers because English is only the target language taught at school. Moreover, researchers conducted research in Junior High School where Elementary School students who had just graduated to continue their education in junior high school. This is

a challenge for teachers because not all elementary schools implement English language learning.

However, according to Mr. H, this is also one of the fun things because he teaches it in a fun way so that students will be more easily interested in learning it. If students are interested in learning, then their ability to accept learning will be easier.

As it is known that speaking activity involves two or more people in whom the participants are both hearers and speakers having to react to whatever they hear and make their contribution a high speed, so each participant has intention or a set of intention that he wants. So, the English teacher should active the students speaking ability by providing communicative language activities in the classroom and then giving them the opportunities to practice their speaking skill as much as possible.

The location where the researcher conducted his research was a school where learning or how to provide material by one of his English teachers using English as an interaction in the classroom for teachers and students.

Researchers conducted interviews with students at the school to find out whether or not it is effective to use English as a classroom interaction to improve students' English speaking skills. The following are the results of interviews that have been conducted with students regarding English teachers affecting students' speaking skills.

1st respondent:

“ya itu sangat efektif, karena membuat kita terbiasa dalam penggunaan bahasa sehari-hari”

The first respondent said, it is very effective because it makes them accustomed to use English everyday.

From the answer of the first respondent, it is revealed that the use of English as an interaction in the classroom is very effective because it makes students get used to its daily use. This is further emphasized by the answer of the second respondent namely,

2nd respondent:

“...karena kunci dari belajar bahasa inggris yaitu berbicara”

The second respondent said, because the key to learning English is speaking.

According to the second respondent, speaking is the key to learning English. So with this, students' speaking skills will improve if students are accustomed to learning using English everyday.

Students who have been able to speak English will certainly always try to add or upgrade themselves by always talking with their friends, especially with their teachers. This is clarified by the fifth respondent, namely.

“There is big difference at our speaking if we are speaking english in the class and if we aren't. The goal of studying english is when we can speak it.”

From the exposure of the fifth respondent, it is stated that there is a difference where if students use English to interact with students who do not use it. From

his statement, he also explained that the purpose of learning English is when we can speak English.

This was reaffirmed in the statement of the next respondent, namely the third respondent who stated that,

“menggunakan bahasa Inggris bukan hanya melalui interaksi guru dan siswa, tetapi antara siswa dan siswa juga diterapkan, jadinya kemampuan speaking saya dan teman-teman saya juga ikut meningkat. Contohnya kami berdiskusi mengenai materi menggunakan bahasa Inggris, ingin bertanya pun menggunakan bahasa Inggris, dan tak hanya pada jam mata pelajaran bahasa Inggris saja kami menggunakan bahasa Inggris, di mata pelajaran yang lain pun juga kami menerapkannya.”

The third respondents said, they use English not only through teacher-student interaction, but between students and students as well, so her speaking skills and her friends also improve. For example, they discuss the material using English, they want to ask questions using English, and not only during English class hours we use English, in other subjects we also apply it.

Then strengthened again by the statement of the eighth respondent who said that,

“Ya, tentunya penggunaan English dalam pembelajaran sangat efektif untuk meningkatkan kemampuan berbahasa Inggris kita, apalagi dalam hal speaking karena kita bisa lebih banyak mendapatkan kosakata baru dan secara langsung kita bisa mempraktikkannya tanpa malu karena kita berada di lingkungan yang tepat yaitu lingkungan yang ingin always speak English.”

The eighth respondent said, he use English in learning is certainly very effective for improving students' English language skills, especially in terms of speaking because students can get more new vocabulary and directly students can

practice it without embarrassment because students are in the right environment, namely an environment that wants to always speak English.

From the statements of the fourth and fifth respondents, it emphasizes that their English language skills improve when they are always applied by not only using it in the classroom. Students are able to communicate using English in the classroom because the teacher's interaction is carried out continuously so that students will always practice it and become accustomed to it.

These are some of the students' statements regarding the impact of their speaking improvement on teachers who use English as the instructional language in the classroom.

B. Discussion

Based on the results of the exposure that has been described in the findings. Furthermore, researchers will discuss more about what is obtained in this discussion. This discussion will explain about EFL teacher credibility in using English as the instructional language in the classroom and will also discuss the impact of students' speaking performance on teachers who use English as the instructional language in the classroom.

In this research is focusing on teacher credibility. Where credibility is a perception of a communicator when he performs his abilities so that people can trust and want to follow the actions of the communicator. The credibility that exists in a person does not appear on its own, but requires certain ways to realize it. The components to form a person's credibility consist of competence, trustworthiness, and caring.

Instructor credibility is considered the attitude of the recipient regarding the extent to which the source is believed to be credible. It is based on ethos (competence, trustworthiness, caring). Competence or character refers to how much the teacher is trusted by the students. Trustworthiness refers to the degree to which a teacher is perceived as compassionate. Caring assessment tool is presented to assess the credibility of the sources of information for teachers.

Wibowo explained that competence is the ability to perform or perform a job based on skills and knowledge, underpinned by the work attitude required for the job⁴³. A teacher's competence in credibility can influence student learning outcomes. If the teacher has no teaching experience, it will affect the students whether they understand the material provided. Expertise that comes from competence is the impression that a teacher makes when providing teaching materials to students, so it includes learning to teach, mastering teaching materials, mastering teaching materials, etc.

In the interview results presented in the findings in the discussion of a teacher's expertise, it states that the teacher uses his expertise in using English as the instructional language in the classroom is because of his profession as an English teacher who is supposed to implement learning that also focuses on his expertise which is not only teaching but providing good understanding so that students get the output of learning. Another reason for choosing the method of using English as the instructional language is so that students do not easily forget the material given and are able to understand the material because it is always practiced directly in the classroom. Because using English, which is not the mother tongue in our country, is

⁴³ Wibowo, *Manajemen Kinerja*, (Jakarta: PT Raja Grafindo Persada, 2009) p.324

a skill where if the way to always reinforce a skill is to always practice it. The teacher uses his expertise is not done for free, but he has a consideration that the teacher does not want to do anything in vain, so even though the results are small, little by little, it will become much.

This is in line with David Maister's theory that all of this is indeed coordinated, because if a teacher relies on what he already knows, then he will get what his interlocutor needs. With the expertise possessed, of course, a person also has the confidence that he can apply his skills and act on his beliefs⁴⁴. This teacher's expertise also gives feedback to students where the teacher uses it repeatedly and according to students this teacher's expertise can improve listening and speaking students also feel inspired and encouraged to speak English.

In addition to competence, another component of credibility is trustworthiness, because to be credible, teachers should get to know their students and establish good communication with them. Because someone can be trusted by caring about the situation and convincing others to do something about it. Indeed, before someone is willing to follow the actions, they must build their trust first. The stronger the belief in one's own abilities, the higher the goals students set for their teachers and the more committed they will be to those goals.

In this case the teacher said that to build confidence between teachers and students is to always convince themselves to be able to implement what they learn, because the essence of learning English is to learn the language even if it is a little but

⁴⁴ James Kouzes, Barry Posner, *Credibility: Why Leaders Gain and Lose It. Why People Demand It* (Jossey-Bass Publisher).

it is always repeated and used, the impact will be more visible than reading books but there is no result for themselves.

The way teachers build their confidence is by always communicating with students. Because if students are able to communicate well with the use of English, they have unconsciously been able to implement it and the teacher will also be helped in communicating. Then the term symbiotic mutualism will appear, where teachers and students can benefit each other in practicing trust and language communication.

This teacher's trustworthiness attitude also gives feedback to students where students are able to understand the material taught and are confident to be able to give opinions in front of the class.

The next credibility component is caring. Caring is the attitude and behavior of helping others. Compassion and empathy are based on the desire to bond with others and meet their needs, and that compassion manifests itself in action. It's about seeing how it's practiced.

One of the challenges for teachers is students who ignore and are less receptive to the learning provided. This is the focus of credibility is about how the teacher cares about students who ignore and have difficulty accepting learning.

The way in which Mr. H expresses concern about students ignoring the material given to them is to make an agreement or contract with a student and punish him or even lower his grade if any student ignores the material. The reason is because why should a student have a high grade on his report card but when invited to communicate using English he is unable to.

Furthermore, for students who do not understand the material given is to give more attention to him and always give him practice, especially pronunciation.

Because the obstacle of students in learning language is struggling with how to pronounce the expression given.

This teacher's caring also gives feedback to students where students able to understand because the teachers' caring attitude is to always ask about the obstacles faced by students, teach them more intensively, and will re-explain material that students do not understand. This proves that the teacher's caring attitude also gets a good response from the students.

After discussing the credibility of teachers using English as the instructional language in the classroom, the researcher will then discuss the impact of speaking performance on students towards teachers who use English in the classroom.

Speaking is a two-way process between speaker and listener, involving productive capacity and receptive capacity for understanding. This means that when people speak, they try to communicate with each other and send messages to each other using their own language. In this case, he needs at least two people for the speaking process. One is the speaker who generates the information and the listener who receives the information.

The goal of teaching speaking performance is communication efficiency. Teaching speaking means that students are trained to consolidate their skills to give oral presentations without problems with pronunciation.

Keith and Marrow state that speaking is a two-way process between speaker and listener, involving productive capacity and receptive capacity for understanding. This means that when people speak, they try to communicate with each other and

send messages to each other using their own language. In this case, he needs at least two people for the speaking process. One is the speaker who generates the information and she is the listener who receives the information. The goal of teaching speaking skills is communication efficiency. Teaching her speaking skills means that students are trained to consolidate their skills to give oral presentations without problems with pronunciation.⁴⁵

The results of the interviews found that the interactions carried out by teachers using English as the instructional language in the classroom can have an impact on students. That is, students are able to speak using English as an interaction with the teacher, and also use English as an interaction with students and other students.

With this feedback between teachers and students they can determine what help they need etc. and can benefit from the help taken and given.⁴⁶ This is a profitable thing for both teacher and student. Besides the teacher successfully teaching his/her skills, the students are also able to apply and get the expected results in English language learning.

In this case, the interaction that teachers use in learning forms a perception for students on the credibility of a teacher, and this interaction becomes a communication tool used in learning.

⁴⁵ Kathleen M. Bailey. *Practical English Language Teaching Speaking*. (New York : The Mc Graw. Hill companies), 25.

⁴⁶ James Kouzes, Barry Posner, *Credibility: Why Leaders Gain and Lose It. Why People Demand It* (Jossey-Bass Publisher).

Teachers play an important role in the classroom as communicators that enhance student learning. Teachers must ensure an appropriate learning environment, taking into account the comfort of learners, enforcing rules and acting professionally. A credible teacher will pay attention in class and motivate students and learners to be more active while trying to retain the knowledge and skills they have acquired. The importance of teacher verbal and nonverbal communication contributes to teacher credibility, student motivation, and academic success.⁴⁷

In teacher devised methods and communication for students, teachers select and organize what students should learn, decide how best to support student learning, and determine how success will be determined and how student progress will be communicated. And for them, teacher can engage students in classroom learning.⁴⁸ So the credibility of the teacher and the interaction with the methods used have the greatest impact on what is taught and how well the students receive the learning.

⁴⁷ Cyril Fernandes. (2019). *“The Relationship between Teacher Communication, and Teacher Credibility, Student Motivation, and Academic Achievement in India”* (Doctoral dissertation, Concordia University (Oregon)).

⁴⁸ Maha Samir E. Bayaa, Zeinab Ali, Walaa Mohamed. (2020). *“An Overview on EFL Prospective Teacher's Instructional Communication Skills.”* مجلة القراءة والمعرفة, 20 الجزء الثاني, 35-1, 226 أغسطس.

CHAPTER V

CONCLUSION AND SUGGESTION

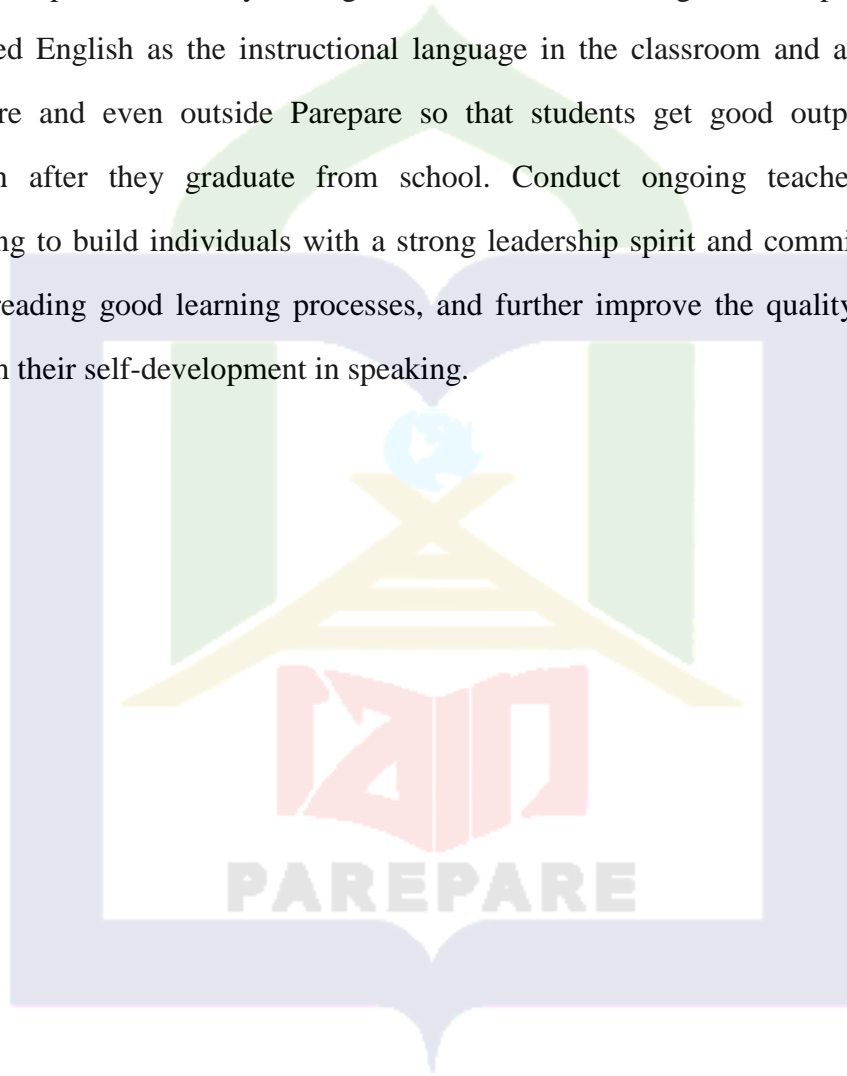
A. Conclusion

Based on the result data explained on the previous chapter, this chapter explained the conclusions of the research.

1. Based on the results of observations and interviews, it can be concluded that the credibility of teachers who use English as the instructional language in the classroom at SMPN 2 Parepare is perceived by students as someone who has competence, trustworthiness, and caring in the learning process. The teacher has adequate abilities so it is easy for him to build credibility as a source of communication for students.
2. The impact of teachers who use English as the instructional language in the classroom on students' speaking performance in SMPN 2 Parepare is that the use of English by teachers is able to make their speaking performance improve and they are able to practice it not only in the classroom or when learning takes place but they can also practice it outside the classroom when talking with their friends.

B. Suggestion

With the research on the credibility of teacher who use English as the instructional language in the classroom at SMP Negeri 2 Parepare, it is hoped that it can develop the credibility of English teachers at SMP Negeri 2 Parepare who have not used English as the instructional language in the classroom and all schools in Parepare and even outside Parepare so that students get good output regarding English after they graduate from school. Conduct ongoing teacher credibility coaching to build individuals with a strong leadership spirit and commitment. Also, by re-reading good learning processes, and further improve the quality of students through their self-development in speaking.



BIBLIOGRAPHY

Abrantes, José Luís. *Cláudia Seabra and Luís Filipe Lages; (Pedagogical Affect, Student Interest and Learning Performance)*.

Allwright. *Classroom Language: An Introduction to Classroom Research for Language Teachers*. (2018).

Al-Zoubi, Z. (2016). "Student Perceptions of College Teacher Misbehaviors and Teacher Credibility as Perceived by Jordanian University Students." *Mediterranean Journal of Social Sciences*, 7(2), 324.

Anonim Surat Keputusan Mendiknas No. 0487/1992, Tentang Dewan Pendidikan dan Komite Sekolah, 2002.

Ary, Donal, et al. *Introduction to Research in Education (Eight Edition)*, (USA: wordworth group, 2010)

Barker, Chris. (2004). *Cultural Studies. Teori & Praktik, Penerjemah: Nurhadi*. (Yogyakarta: Kreasi Wacana).

Bauman, Richard. Folklore. (1992) *Culture Performance and Popular Entertainments*. New York Oxford: Oxford University Press.

Bayaa, M. S., et al. (2020). "An Overview on EFL Prospective Teacher's Instructional Communication Skills." *مجلة القراءة والمعرفة*, 20 الجزء الثاني, 226 أغسطس, 35-1.

Belmont. School Committee, Accessed (<http://www.belmontCrofts1000>. 2006)

Brown, H. Douglas. (2001). *Principles of Language Learning and Teaching*. Englewood Cliffs. Prentice-Hall.

Bungin, Burhan. *Analisis Data Penelitian Kualitatif* (Jakarta: Rajagrafindo Persada, 2003). hal. 41

C, Vivian, (1992). *Second Language Learning and Language Teaching* (USA: Routledge, Chapman and Hall) p.90.

Cangara, Hafied. (2003). *Pengantar Ilmu Komunikasi*. Jakarta: Rajawali Pers.

Clements, R. (2013). *Teacher Accountability or Credibility?*. *Journal of Physical Education, Recreation, and Dance*, 84(6), 3-6.

Connelly, Michael. (2016). *Trustworthiness in Qualitative Research*. Medsurg Nursing, 25(6), 435.

Fernandes, Cyril. (2019). “*The Relationship between Teacher Communication, and Teacher Credibility, Student Motivation, and Academic Achievement in India*” (Doctoral dissertation, Concordia University (Oregon)).

Finn, A. N and Ledbetter, A. M. (2014), *Teacher Verbal Aggressiveness and Credibility Mediate the Relationship between Teacher Technology Policies and Perceived Students Learning*. Communication Education, 63(3), 210-234.

Grasha, A. F. *Teaching with style: A practical guide to enhance learning by understanding learning and teaching style*. (College Teaching,48, 1-12)

Hadi, Sutrisno, *Metodologi Research untuk Penelitian Paper, Skripsi, Thesis dan Disertasi*. (Yogyakarta: Andi Offset1991), 192.

Hovland. (2013). *Communication and Persuasion; Psychological Studies of Opinion Change*. (Yale University Press.)

Hymes. *Communicative Competence*, (Harmondsworth: Penguin,1972).

Iqram, Mohammed. *Teaching Productive Skills to the Students: A Secondary Level Scenari*. BRAC University, Dhaka, Bangladesh. (2015)

Journal of Economic Psychology. (2010). 31(1), 64-79.

Kathleen, M. Bailey. *Practical English Language Teaching Speaking*. (New York : The Mc Graw. Hill companies), 25.

Kouzes James, Barry Posner, *Credibility: Why Leaders Gain and Lose It. Why People Demand It* (Jossey-Bass Publisher).

Mahabuddin dan Iqbal Hasan. *Analisis Data Penelitian Statistik* (Jakarta: PT Bumi Aksara, 2013). p. 21

Markley, T. *Defining the Effective Teacher: Current Arguments in eEuction. Essays in Education*, (Retrieved on September 15, 2022)

Nasution, *Metode Research (Penelitian Ilmiah)*, (Jakarta: PT Bumi Aksara 2016), h. 11

Nunan, D. (2003). *Practical English Language Teaching*. USA: McGraw-Hill Company.

Pratiwi, Nuning Indah. *Penggunaan Media Video Call Dalam Teknologi Komunikasi*. Ilmiah Dinamika Sosial 1, no. 2 (2017). h. 211

Rakhmat, Jalaluddin. (1994). *Psikologi Komunikasi*. Bandung: Remaja Rosda Karya

Richards, J. C. (2006). *Communicative Language Teaching Today*. United Stated of America: Cambridge University Press.

Setiadi, Ag, B, *Metode penulisan untuk pengajaran bahasa asing:pendekatan Kuantitatif dan Kualitatif*,(Yogyakarta: Graha Ilmu, 2006)

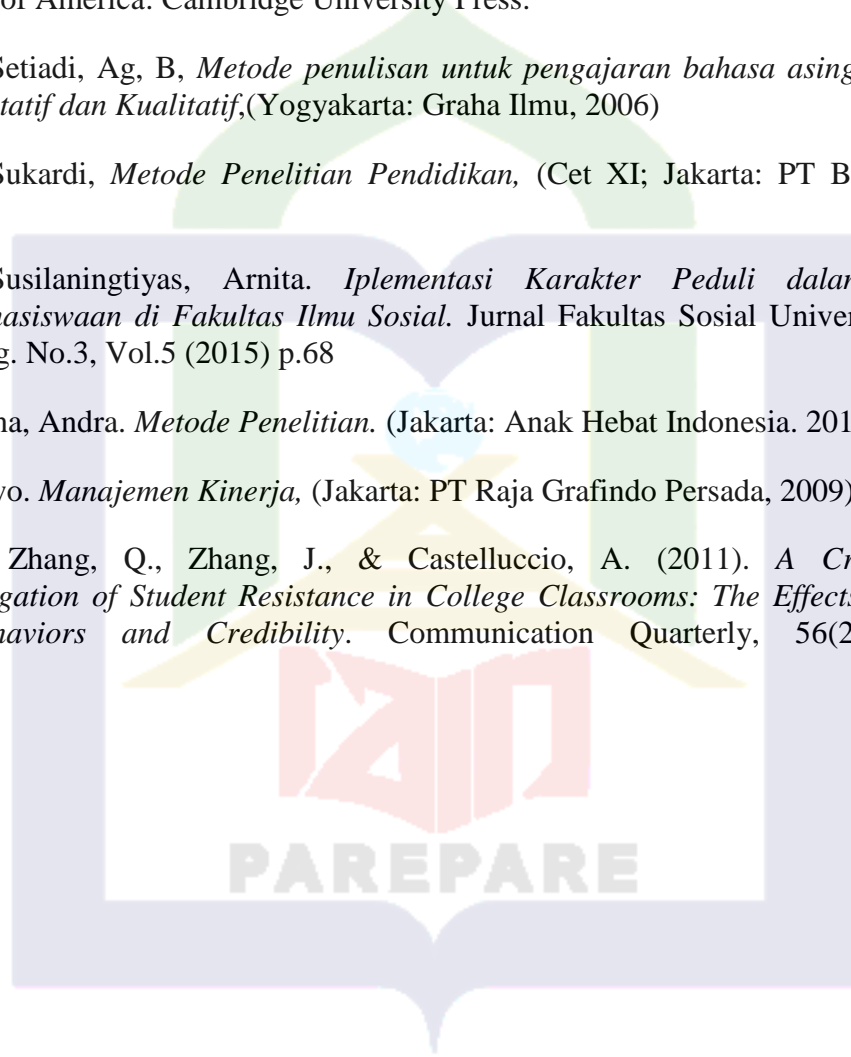
Sukardi, *Metode Penelitian Pendidikan*, (Cet XI; Jakarta: PT Bumi Aksara, 2004)

Susilaningtiyas, Arnita. *Iplementasi Karakter Peduli dalam Kegiatan Kemahasiswaan di Fakultas Ilmu Sosial*. Jurnal Fakultas Sosial Universitas Negeri Malang. No.3, Vol.5 (2015) p.68

Tersiana, Andra. *Metode Penelitian*. (Jakarta: Anak Hebat Indonesia. 2018) h.94

Wibowo. *Manajemen Kinerja*, (Jakarta: PT Raja Grafindo Persada, 2009) p.324

Zhang, Q., Zhang, J., & Castelluccio, A. (2011). *A Cross-Cultural Investigation of Student Resistance in College Classrooms: The Effects of Teacher Misbehaviors and Credibility*. *Communication Quarterly*, 56(2), 209-227



APPENDICES



Appendix 1



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PAREPARE
FAKULTAS TARBİYAH

Alamat : Jl. Amal Bakti No. 08 Soreang Parepare 91132 ☎ (0421) 21307 Fax.24404
PO Box 509 Parepare 91100, website: www.iainpare.ac.id, email: mail@iainpare.ac.id

Nomor : B.4303/In.39.5.1/PP.00.9/10/2022
Lampiran : 1 Bundel Proposal Penelitian
Hal : 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 : Rezki Riantira
Tempat/Tgl. Lahir : Makassar, 14 Februari 2000
NIM : 18.1300.057
Fakultas / Program Studi : Tarbiyah / Pendidikan Bahasa Inggris
Semester : IX (Sembilan)
Alamat : Perumnas Jl. Kejayaan Raya G/7, Kel. Galung Maloang,
Kec. Bacukiki, Kota Parepare

Bermaksud akan mengadakan penelitian di wilayah Kota Parepare dalam rangka penyusunan skripsi yang berjudul "**EFL Teacher Credibility In Using Full English As The Instructional Language In The Classroom**". 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, 25 Oktober 2022

Wakil Dekan I,



Tembusan :

- 1 Rektor IAIN Parepare
- 2 Dekan Fakultas Tarbiyah

Appendix 2

		SRN IP0000790
PEMERINTAH KOTA PAREPARE DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU <i>Jalan Veteran Nomor 28 Telp (0421) 23594 Faximile (0421) 27719 Kode Pos 91111, Email : dpmpmsp@pareparekota.go.id</i>		
REKOMENDASI PENELITIAN Nomor : 790/IP/DPM-PTSP/10/2022		
Dasar : <ol style="list-style-type: none">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	: REZKI RIANTIRA	
UNIVERSITAS/ LEMBAGA	: INSTITUT AGAMA ISLAM NEGERI (IAIN) PAREPARE	
Jurusan	: PENDIDIKAN BAHASA INGGRIS	
ALAMAT	: JL. KEJAYAAN RAYA BLOK G NO. 7 PERUMNAS PAREPARE	
UNTUK	: melaksanakan Penelitian/wawancara dalam Kota Parepare dengan keterangan sebagai berikut :	
JUDUL PENELITIAN	: EFL TEACHER CREDIBILITY IN USING FULL ENGLISH AS THE INSTRUCTIONAL LANGUAGE IN THE CLASSROOM	
LOKASI PENELITIAN	: DINAS PENDIDIKAN DAN KEBUDAYAAN KOTA PAREPARE (SMP NEGERI 2 PAREPARE)	
LAMA PENELITIAN	: 31 Oktober 2022 s.d 30 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		

- UU ITE No. 11 Tahun 2008 Pasal 5 Ayat 1
- Informasi Elektronik dan/atau Dokumen Elektronik dan/atau hasil cetaknya merupakan alat bukti hukum yang sah
- Dokumen ini telah ditandatangani secara elektronik menggunakan **Sertifikat Elektronik** yang diterbitkan **BSrE**
- Dokumen ini dapat dibuktikan keasliannya dengan terdaftar di database DPMPSTP Kota Parepare (scan QRCode)



Profil Sekolah



**PEMERINTAH KOTA PAREPARE
DINAS PENDIDIKAN DAN KEBUDAYAAN
UPTD SMP NEGERI 2 PAREPARE**

Alamat : Jln. Lahalede No. 84, Kota Parepare 91132
Web : www.smpn2parepare.sch.id, Email : smpn2parepare@ymail.com

SURAT KETERANGAN PENELITIAN

Nomor: 002/421.3/SMPN2PAREPARE

Yang bertanda tangan di bawah ini, kepala UPTD SMP Negeri 2 Kecamatan Soreang Kota Parepare Provinsi Sulawesi Selatan, menerangkan bahwa :

N a m a : REZKI RIANTIRA
Universitas/Lembaga : Institut Agama Islam Negeri (IAIN) Parepare
Jenis Kelamin : Perempuan
Jurusan : Pendidikan Bahasa Inggris
Alamat : Jl. Kejayaan Raya Blok G No. 7 Perumnas Parepare

Yang tersebut namanya di atas, benar telah melaksanakan penelitian di UPTD SMP Negeri 2 Parepare pada tanggal 31 Oktober 2022 s/d 30 November 2022, dengan judul penelitian "EFL TEACHER CREDIBILITY IN USING FULL ENGLISH AS THE INSTRUCTIONAL LANGUAGE IN THE CLASSROOM", berdasarkan Surat Izin Penelitian dari Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu, Nomor: 790/IP/DPM-PTSP/10/2022 tanggal 29 Oktober 2022.

Demikian surat keterangan ini di berikan kepada yang bersangkutan untuk dipergunakan sebagaimana mestinya.

Parepare, 02 Januari 2023

Kepala Sekolah,


Dra. Nasriah B., M.Pd
196508301990022002

1. Identitas Sekolah		
Nama Sekolah	UPTD SMP NEGERI 2 PAREPARE	
NPSN	40307681	
Jenjang Pendidikan	SMP	
Status Sekolah	Negeri	
Alamat Sekolah	Jl. Lahalede No. 84	
RT / RW	/	0
Kode Pos	91132	
Kelurahan	Ujung Lare	
Kecamatan	Kec. Soreang	
Kabupaten/Kota	Kota Parepare	
Provinsi	Prov. Sulawesi Selatan	
Negara	Indonesia	
Posisi Geografis	-4.00555	Li
	119.63045	ntang Bu jur
3. Data Pelengkap		
SK Pendirian Sekolah	187/KEP/III/60	
Tanggal SK Pendirian	1960-05-25	
Status Kepemilikan	Pemerintah Pusat	
0 SK Izin Operasional	421/1130/Dispens/VIII/2016	
1 Tgl SK Izin Operasional	2016-08-29	
2 Kebutuhan Khusus Dilayani		
3 Nomor Rekening	0302020000111330	
4 Nama Bank	BPD SULAWESI SELA...	
5 Cabang KCP/Unit	BPD SULAWESI SELATAN CABANG PAREPARE...	
6 Rekening Atas Nama	UPTDSMPNEGERI2PAREPARE...	
7 MBS	Ya	
8 Memungut luran	Tidak	

9	Nominal/siswa	0
0	Nama Wajib Pajak	BEND. DANA BOS SMP NEGERI 2
1	NPWP	002741551802000
3. Kontak Sekolah		
0	Nomor Telepon	
1	Nomor Fax	
2	Email	smpn2parepare@gmail.com
3	Website	http://www.smpn2-parepare.sch.id
4. Data Periodik		
4	Waktu Penyelenggaraan	Pagi/6 hari
5	Bersedia Menerima Bos?	Ya
6	Sertifikasi ISO	Belum Bersertifikat
7	Sumber Listrik	PLN
8	Daya Listrik (watt)	33000
9	Akses Internet	Telkom Speedy
0	Akses Internet Alternatif	Tidak Ada
5. Sanitasi		
Sustainable Development Goals (SDG)		
1	Sumber air	Pompa
2	Sumber air minum	Disediakan oleh sekolah
3	Kecukupan air bersih	Cukup sepanjang waktu
4	Sekolah menyediakan jamban yang dilengkapi dengan fasilitas pendukung untuk digunakan oleh siswa berkebutuhan khusus	Tidak
5	Tipe jamban	Leher angsa (toilet duduk/jongkok)

6	Sekolah menyediakan pembalut cadangan	Menyediakan dengan cara memberikan secara gratis
7	Jumlah hari dalam seminggu siswa mengikuti kegiatan cuci tangan berkelompok	Tidak pernah
8	Jumlah tempat cuci tangan	38
9	Jumlah tempat cuci tangan rusak	1
0	Apakah sabun dan air mengalir pada tempat cuci tangan	Ya
1	Sekolah memiliki saluran pembuangan air limbah dari jamban	Ada saluran pembuangan air limbah ke selokan/kali/sungai
2	Sekolah pernah menguras tangki septik dalam 3 hingga 5 tahun terakhir dengan truk/motor sedot tinja	Tidak/Tidak tahu
Stratifikasi UKS		
3	Sekolah memiliki selokan untuk menghindari genangan air	Ya
4	Sekolah menyediakan tempat sampah di setiap ruang kelas (Sesuai permendikbud tentang standar sarpras)	Ya
5	Sekolah menyediakan tempat sampah tertutup di setiap unit jamban perempuan	Ya
6	Sekolah menyediakan cermin di setiap unit jamban perempuan	Tidak
7	Sekolah memiliki tempat pembuangan sampah sementara (TPS) yang tertutup	Ya
8	Sampah dari tempat pembuangan sampah sementara diangkut secara rutin	Ya
9	Ada perencanaan dan penganggaran untuk kegiatan pemeliharaan dan perawatan sanitasi sekolah	Ya

0 Ada kegiatan rutin untuk melibatkan siswa untuk memelihara dan merawat fasilitas sanitasi di sekolah

Ya

1 Ada kemitraan dengan pihak luar untuk sanitasi sekolah

Ada, dengan pemerintah daerah

Ada, dengan perusahaan swasta

Ada, dengan puskesmas

Ada, dengan lembaga non-pemerintah

2 Jumlah jamban dapat digunakan

Jamban laki-laki	Jamban perempuan	Jamban bersama
3	3	5

3 Jumlah jamban tidak dapat digunakan

Jamban laki-laki	Jamban perempuan	Jamban bersama
0	0	0

Sekolah memiliki kegiatan dan media komunikasi, informasi dan edukasi (KIE) tentang sanitasi sekolah

	Variabel	Kegiatan dan Media Komunikasi, Informasi dan Edukasi (KIE)					
		uru	Ruang Kelas	Toilet	Selasar	Ruang UKS	Kantin
3	Cuci tangan pakai sabun			✓	✓	✓	✓
4	Kebersihan dan kesehatan						
5	Pemeliharaan dan perawatan toilet			✓		✓	
6	Keamanan pangan		✓				✓
7	Ayo minum air						

Appendix 4

Interview Protocol for Teacher

A. Opened Interview

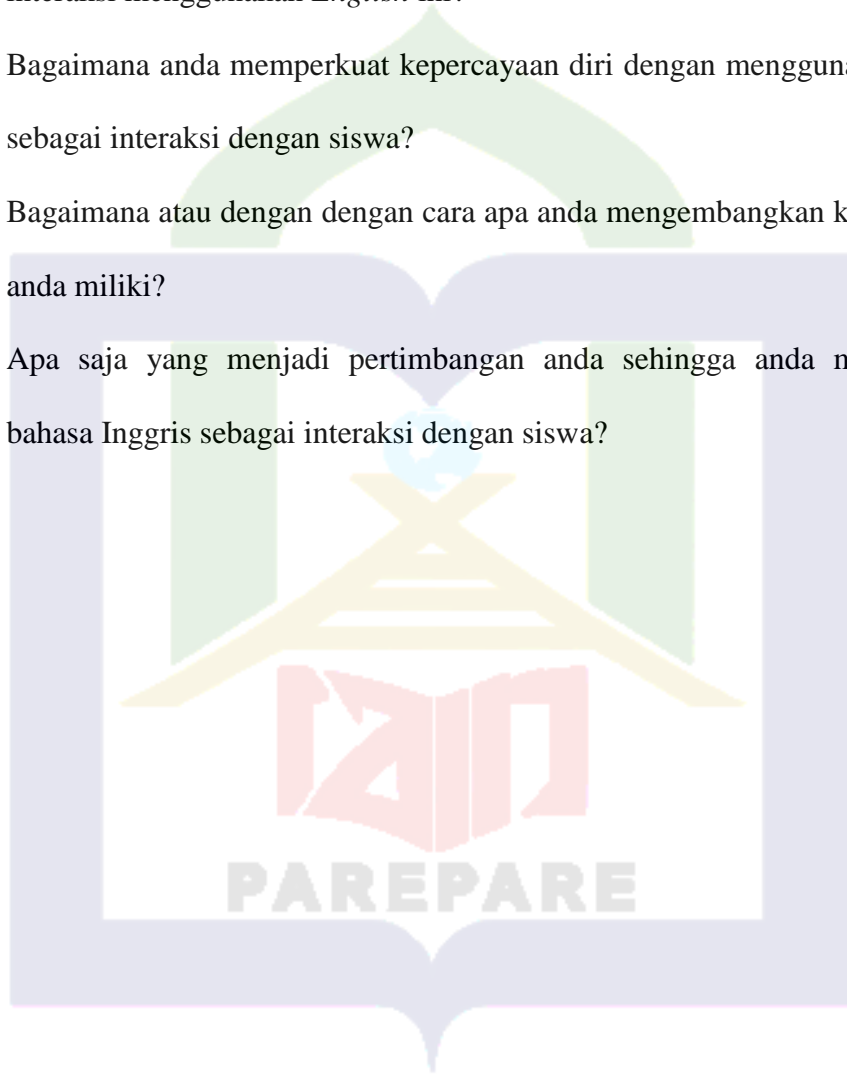
- a. Apakah mata pelajaran bahasa inggris mudah untuk dipahami?
- b. Apa pentingnya bahasa inggris menurut anda?
- c. Apa pendapat anda mengenai penggunaan bahasa inggris sebagai interaksi di kelas?

B. Focused Interview

1. Focused Interview about Teacher Credibility in using English as the Instructional Language in Classroom.

- a. Apa yang mendasari anda menggunakan *English* sebagai salah satu interaksi dengan siswa?
- b. Mengapa anda memilih metode menggunakan *English* sebagai interaksi siswa dan guru dalam proses pembelajaran?
- c. Dengan kemampuan yang anda miliki, bagaimana cara anda meyakinkan siswa bahwa di dalam kelas siswa dan guru bisa menggunakan *English* untuk berinteraksi?
- d. Bagaimana sikap anda jika siswa mengabaikan arahan dari materi yang diberikan saat pembelajaran berlangsung?
- e. Bagaimana upaya anda dalam mengatasi hambatan pada siswa yang tidak begitu paham saat interaksi *English* ini berlangsung di dalam kelas?

- f. Apakah tujuan pembelajaran tetap dapat tercapai dengan penggunaan *English* tersebut?
- g. Pengaruh seperti apa yang anda temukan pada siswa di dalam kelas dengan interaksi menggunakan *English* ini?
- h. Bagaimana anda memperkuat kepercayaan diri dengan menggunakan *English* sebagai interaksi dengan siswa?
- i. Bagaimana atau dengan dengan cara apa anda mengembangkan keahlian yang anda miliki?
- j. Apa saja yang menjadi pertimbangan anda sehingga anda menggunakan bahasa Inggris sebagai interaksi dengan siswa?



Interview Protocol for Students

A. Opened Interview

- 1) Apakah mata pelajaran bahasa inggris mudah untuk dipahami?
- 2) Apa pentingnya bahasa inggris menurut anda?
- 3) Apa pendapat anda mengenai penggunaan bahasa inggris sebagai interaksi di kelas?

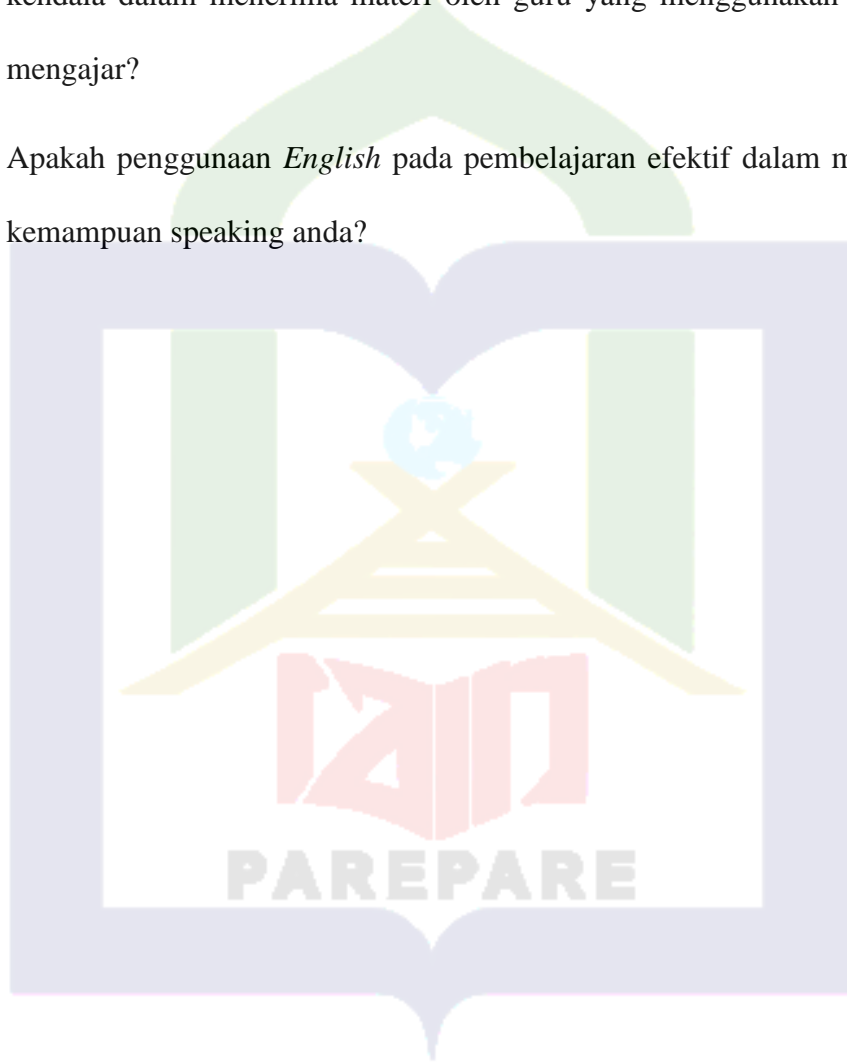
B. Focused Interview

1. Focused Interview about Teacher Credibility Impact Students Speaking

Performance

- a. Bagaimana pendapat anda terkait dengan penggunaan *English* saat guru mengajar di kelas?
- b. Apakah penggunaan *English* tersebut efektif dalam pembelajaran Bahasa Inggris?
- c. Apakah anda mampu memahami materi dengan baik saat guru memberikan pengajaran dengan menggunakan *English*?
- d. Apakah anda mampu mempraktekkan tugas yang diberikan guru dalam hal berbicara/ berinteraksi?
- e. Bagaimana anda memahami kosakata yang sulit saat guru menggunakan *English* saat mengajar?

- f. Apakah ada kendala yang anda alami saat penggunaan *English* di dalam kelas?
- g. Bagaimana sikap guru apabila anda atau salah satu teman anda memiliki kendala dalam menerima materi oleh guru yang menggunakan *English* saat mengajar?
- h. Apakah penggunaan *English* pada pembelajaran efektif dalam meningkatkan kemampuan speaking anda?



Appendix 5

Research Subject Personal Data Form

**Research Subjects
Personal Data Form**

1. FULL NAME :

.....

2. NICK NAME :

.....

3. PLACE AND DATE OF BIRTH :

.....

4. HOBBY :

.....

5. EDUCATIONAL BACKGROUND :

a.

b.

c.

d.

e.

6. STUDENT EXPERIENCES :

a.

b.

c.

d.

e.

7. STUDENT TRAINING EXPERIENCES :

a.

b.

c.

d.

e.

Instrumen of the Interview

INTERVIEW ABOUT THE 1ST RESEARCH QUESTION.

A. Opened Interview to Teacher

1) Apakah mata pelajaran bahasa inggris mudah untuk dipahami?

=> Menurut saya bahasa inggris mudah dipahami tergantung dari siapa yang mengajar

2) Apa pentingnya bahasa inggris menurut anda?

=>(secara umum) Pentingnya bahasa inggris menurut saya, bahasa inggris adalah bahasa internasional yang hampir semua populasi warga dunia menggunakan bahasa ini sebagai bahasa globalisasi, dan dengan perkembangan teknologi yang notabene menggunakan bahasa inggris maka perlu juga generasi muda mempelajari bahasa inggris, jika ingin menguasai teknologi karena hampir semua intruksi di dalam teknologi itu menggunakan bahasa inggris.

=>(dalam pembelajaran) penting sekali karena siswa mempunyai pengalaman yang baru dalam mempelajari bahasa selain bahasa ibu, ya.. karena struktur bahasa inggris itu berbeda dengan bahasa kita, nah.. jika siswa mampu berbicara dalam bahasa inggris, artinya dia mampu berpikir secara rumit dan kompleks, jadi itu menguntungkan bagi siswa di dalam menyerap materi materi selain bahasa inggris.

3) Apa pendapat anda mengenai penggunaan bahasa Inggris sebagai interaksi di kelas?

=> pendapat saya, sangat menantang, menyenangkan. Menantang karena ini adalah bahasa asing yang notabene bahasa ini baru dikenal oleh siswa ketika dia berada di bangku SMP, karena kalau di SD mungkin jarang ya, nah disitu menantang nya. Menyenangkan nya karena e.. kita mengajarkannya, menyampaikannya secara *fun*, lucu, dan menyenangkan sehingga siswa lebih tertarik. Nah.. ketika siswa senang, maka *filter* nya itu akan terbuka kalau *filter* mereka terbuka apapun yang kita katakan mereka akan menerima apa yang kita katakan sesulit apapun itu.

B. Focused Interview to Teacher

1. Focused Interview about Teacher Credibility in using English as the Instructional Language in Classroom.

1) Apa yang mendasari anda menggunakan *English* sebagai salah satu interaksi dengan siswa?

=> Jadi yang mendasari kenapa kita, atau kenapa saya menggunakan bahasa Inggris di dalam kelas sebagai komunikasi atau alat komunikasi, itu karena saya sendiri adalah guru bahasa Inggris, jadi betapa ironi nya jika saya mengajarkan bahasa sementara saya sendiri tidak memberikan contoh yang baik dan benar kepada siswa. Ini sama dengan menaburi garam di laut. Jadi sia-sisa lah apa yang saya lakukan di kelas jika saya tidak memaksimalkan

kemampuan yang saya miliki dengan menggunakan bahasa inggris ketika pembelajaran berlangsung.

- 2) Mengapa anda memilih metode menggunakan *English* sebagai interaksi siswa dan guru dalam proses pembelajaran?

=> Karena, kita memilih metode menggunakan bahasa inggris didalam interaksi pembelajaran agar siswa tidak cepat lupa apa yang mereka telah pelajari, karena yang jadi masalah sekarang, siswa mulai kelas 7, tamat SMP, masuk SMA, tamat SMA, mereka tidak bisa berkomunikasi sama sekali karena apa.. itu tadi karena guru kurang yaa.. kurang mengimplementasikan apa yang diajarkan, kurang menerapkan, karena mengajarkan bahasa inggris itu adalah *skill* atau keterampilan nah kita tau kalau *skill* itu sesuatu yang diulang-ulang sesuatu yang dilakukan, kalau tidak dipraktekkan maka ini hanya berada di angan-angan saja, di bayang-bayangan.

- 3) Dengan kemampuan yang anda miliki, bagaimana cara anda meyakinkan siswa bahwa di dalam kelas siswa dan guru bisa menggunakan *English* untuk berinteraksi?

=> Cara meyakinkan siswa sederhana sekali, bahwa untuk apa kita belajar bahasa inggris, capek-capek belajar bahasa inggris, capek kamu mengerjakan tugas tapi kamu juga tidak pernah menggunakan apa yang

kamu pelajari, tidak di implementasikan, jadi yang hakekatnya disini belajar bahasa meskipun sedikit tapi itu diulang-ulang, digunakan, yaa bahkan setelah kelas bahasa inggris selesai mereka masih menggunakan itu sebenarnya lebih dahsyat dibanding kamu mempelajari satu buku tapi tidak tidak ada hasil, itu caranya bagaimana kita meyakinkan siswa bahwa ini hal ini penting sekali dan tidak hanya untuk saat ini yaa.. kepentingan kamu mempelajari bahasa inggris bukan hanya sampai di kelas 7, 8, 9 tapi juga jauh kedepan nanti ketika kamu kuliah, kamu berpotensi untuk mendapatkan beasiswa, ketika kita mendapatkan beasiswa itu kita harus ada lisensi bahasa inggris, belum lagi kalau kerja, karir kamu bisa lebih di banding yang lain, aa.. itu cara meyakinkan siswa.

4) Bagaimana sikap anda jika siswa mengabaikan arahan dari materi yang diberikan saat pembelajaran berlangsung?

=> Cara saya memberikan arahan kepada siswa yang mengabaikan itu kita membuat komitmen, kita buat perjanjian, yaa.. kontrak lah istilahnya, nah manakala ada siswa yang ee.. terus menerus melanggar dari kontrak ini yaitu tidak mempraktekkan apa yang sudah dipelajari itu kita kasi hukuman dengan cara berdiri biasanya, yaa.. berdiri. Kalau berdirinya masih kurang meman kita kurangi nilai bahasa inggrisnya. Alasanya kenapa saya kurangi nilaimu nak, untuk apa nilaimu tinggi-tinggi di buku rapormu

sementara kamu kalau diajak ngomong bahasa inggris, tidak ada, jadi tidak sebanding nilai kamu dengan apa yang ada di keseharian kamu.

- 5) Bagaimana upaya anda dalam mengatasi hambatan pada siswa yang tidak begitu paham saat interaksi *English* ini berlangsung di dalam kelas?

=> Ya tentu ada beberapa siswa yang lambat ya.. yang *slow students*, nahh kalau yang *slow students* itu kita memberikan perhatian yang lebih, kita latih pengucapannya, kita pastikan bahwa dia memahami apa arti ungkapan yang diajarkan, jadi perhatiannya itu lebih yaa dibanding yang cepat menangkap yaa, aa.. jadi kita kasi perhatian yang lebih dengan memberikan *drill* terutama pengucapan, karena hambatan siswa itu kalau belajar bahasa inggris dia berjuang dengan bagaimana *how to pronounce the expression* yaa seperti itu, jadi *expression* nya dan *pronunciation*.

- 6) Apakah tujuan pembelajaran tetap dapat tercapai dengan penggunaan *English* tersebut?

=> Ini pertanyaan sebenarnya menjawab sendiri dari pertanyaan ini sendiri, maksudnya begini, tujuan pembelajaran tetap dapat tercapai dengan penggunaan bahasa inggris. Tujuan kita mnegajarkan materi di kelas itu tujuan nya agar siswa mampu berbahasa inggris, sebenarnya hakekatnya begitu bagaimana mereka mampu berkomunikasi. Jadi kalau ada orang mengajar dikelas lalu siswanya tidak bisa berbahasa atau tidak mau

berbahasa inggris berarti tujuan pembelajarannya tidak tercapai, yaa jadi hakekat tujuan pembelajaran dalam bahasa inggris itu hanya satu sebenarnya yaitu bagaimana siswa mampu, tentu berdasarkan topik-topik yang disampaikan. Contohnya tentang keluarga, berarti dia sudah mengatakan *my father, my mom, my sister, my brother* nah itu luar biasa kalau mereka sudah bisa seperti itu, *I have two brothers and three sisters*, itu sudah ungkapan-ungkapan bahasa inggris yang tidak semuanya siswa bisa lakukan itu.

7) Pengaruh seperti apa yang anda temukan pada siswa di dalam kelas dengan interaksi menggunakan *English* ini?

=> Mereka lebih percaya diri, yaa.. jadi pengaruhnya pada karakter, mereka percaya diri bahwa ternyata mereka mampu yaa yang tadinya mereka pesimis, wahh ini pasti mungkin kita tidak bisa ini karena ini bahasa inggris, ternyata setelah kita berikan stimulus, contoh, yaa contoh maksudnya gurunya sendiri yang selalu bahasa inggris akhirnya siswa melihat ee.. model, jadi guru itu sebagai *role model*, jadi siswa akhirnya muncul kepercayaan diri, mencoba ternyata dia bisa, jadi terutama pengaruhnya adalah muncul kepercayaan diri, karena hampir semua pembelajaran bahasa inggris itu tidak memiliki kepercayaan diri, kenapa? Karena takut salah, takut diketawai, nah manakala ada siswa bisa berbahasa

inggris atau mau mempraktekkan bahasa inggris baik di dalam kelas maupun di luar kelas itu sungguh pencapaian kepercayaan diri yang luar biasa.

- 8) Bagaimana anda memperkuat kepercayaan diri dengan menggunakan *English* sebagai interaksi dengan siswa?

=> Yaa.. memang tantangan nya dilingkungan sekolah tantangan nya adalah ada beberapa siswa yang selalu mem-*bully* teman-temannya yang berbahasa inggris, katanya kamu ini di parepare ko ji sok-sok kebarat-baratan, nah siswa-siswa yang mendapatkan *bully* seperti ini selalu saya berkomunikasi bahwa itu pasti tantangan yang kau hadapi, itu adalah *handycaps* yang pasti dan kamu harus yakin percaya diri bahwa pasti akan ada orang yang akan mengatakan begitu, artinya kamu harus *ready* kamu harus siap bahwa kalau ada orang yang mengatakan seperti itu.. itu normal, kamu hanya berpikir bahwa saya lagi sedang praktek, saya ngga sok-sok an, saya lagi belajar, karena tanpa dipraktekkan bagaimana caranya menguasai bahasa inggris, dan adapun yang mereka katakan bahwa kamu ini sok, saya tidak sok, kamu ini mau ee.. pamer, saya tidak ada pamer saya cuma mau mempraktekkan. Ketika kamu punya pola pikir seperti itu, mereka itu akan capek sendiri dan bisa-bisa mereka justru ter-inspirasi dari kamu, jadi kamu jangan terpengaruh dengan yang *negative thinking* tapi justru kamu yang bisa memberikan aura yang positif kepada mereka, seperti itu.

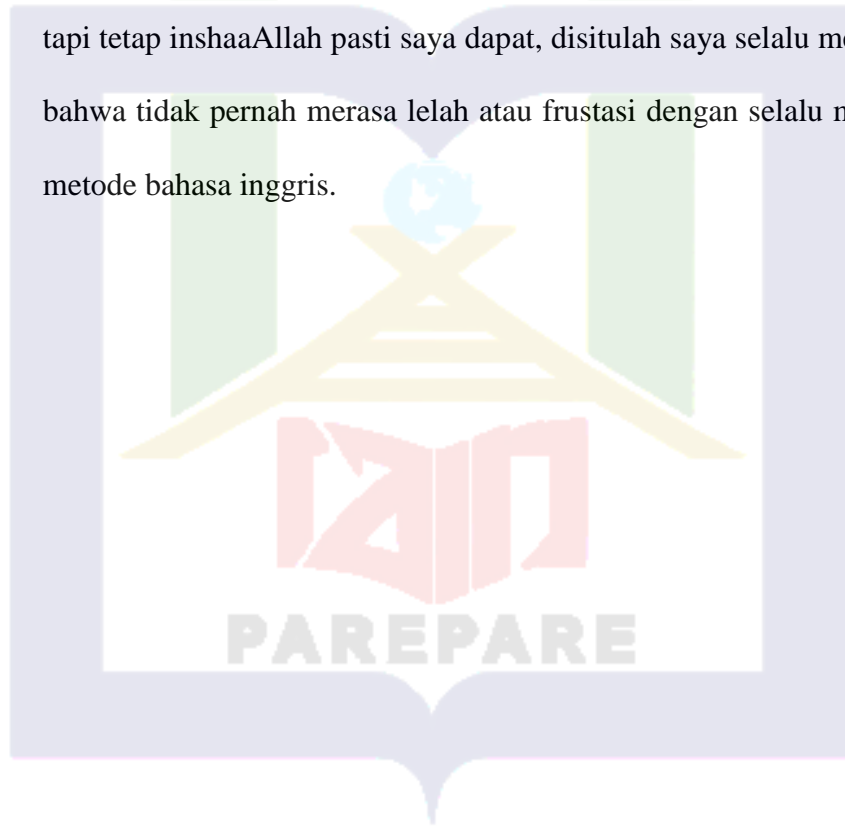
9) Bagaimana atau dengan dengan cara apa anda mengembangkan keahlian yang anda miliki?

=> Jadi sebenarnya ini adalah *mutualism symbiolism*, cara saya meng-*upgrade* keahlian saya adalah saya selalu berkomunikasi dengan siswa saya, dan tentu ada satu, dua, siswa yang yang ahli, yang mahir, yang punya bakat di bidang bahasa inggris jadi saya sering-sering berinteraksi dengan siswa-siswa yang punya kemampuan rata-rata di atas, itu salah satunya yaa.. dan juga menonton film-film barat yang berbahasa inggris, yaa.. hanya itu caranya meng-*upgrade* keahlian. Jadi tanpa sadar sebenarnya, siswa berbahasa inggris, guru juga terbantuan secara tidak sadar, jadi terjadi *symbiolism mutualism* yaa.. hubungan timbal balik yang saling menguntungkan sebenarnya, jadi kalau kita paksa siswa berbahasa inggris, suatu saat nanti kita juga akan selalu berbahasa inggris karena siswa nya sudah pada mode mau berbahasa inggris, itu..

10) Apa saja yang menjadi pertimbangan anda sehingga anda menggunakan bahasa Inggris sebagai interaksi dengan siswa?

=> Sekali lagi, pertimbangan nya adalah saya tidak mau melakukan sesuatu yang sia-sia, yaa.. meskipun itu hasilnya sedikit *little by little* nantinya akan jadi *much* yaa.. jadi contoh ungkapan terimakasih, hampir kita jarang menemukan siswa yang mengatakan *thank you* secara spontan atau kita mengatakan *thank you* lalu mereka mengatakan *you're welcome* itu hampir

tidak. Nah jadi pertimbangan nya itu adalah saya tidak akan mau melakukan sesuatu yang sia-sia, saya mengajar 32 siswa harapan saya mungkin ada 10 atau 15 siswa yang akan terpengaruh dengan pola-pola metode yang saya lakukan yaitu dengan menggunakan bahasa inggris, itu harapan saya. Saya tutup dengan analogy, saya ini adalah seorang nelayan kalau saya pergi ke laut, inshaaAllah kalau saya melempar jaring saya pasti akan mendapatkan ikan, mau jumlahnya berapa mau sebesar apa ikan itu tapi tetap inshaaAllah pasti saya dapat, disitulah saya selalu merasa optimis bahwa tidak pernah merasa lelah atau frustasi dengan selalu menggunakan metode bahasa inggris.



Research Subjects

Personal Data Form

1. FULL NAME : Abdul Hamid H.T., S.Pd.,M.Pd.
2. PLACE AND DATE OF BIRTH : Parepare, 01 Februari 1976
3. HOBBY : Watch Movies & Dance
4. ADDRESS : BTN Pondok Indah Soreang, Parepare
5. E-MAIL : 4bdh4m1dht@gmail.com
6. PROFESSION : English teacher
7. EDUCATIONAL BACKGROUND :
 - a. SMP 1989-1992
 - b. SMA 1992-1995
 - c. Universitas Muhammadiyah Ponorogo 2001
 - d. Tahun 1998 mulai menjadi guru
 - e. Tahun 2004 menjadi guru di SMPN 2 Parepare
8. ACHIVEMENTS/AWARDS :
 - a. Participant of JICA Program (JEPAN) 2010
9. ORGANIZATIONAL AND COMMUNITY INVOLVEMENT
 - a. Ketua MGMP Bahasa Inggris Tingkat SMP/MTs Kota Parepare (2022-2025)
 - b. Pendiri STAR ENGLISH COURSE Parepare (2004-sekarang)

INTERVIEW ABOUT THE 2ND RESEARCH QUESTION.

2nd Respondent

A. Opened Interview to Students

1. Apakah mata pelajaran bahasa Inggris mudah untuk dipahami?

=> Mata pelajaran bahasa Inggris bagi saya sangat mudah dipahami karena sedari kecil saya sudah mempelajarinya dan menggunakannya dalam kehidupan sehari-hari

2. Apa pentingnya bahasa Inggris menurut anda?

=> Menurut saya bahasa Inggris sangatlah penting karena ini seperti investasi jangka panjang, di masa depan kita sangat membutuhkannya untuk melamar kerja, bertemu dengan orang luar negeri, dan juga sebagai bahasa penghubung internasional.

3. Apa pendapat anda mengenai penggunaan bahasa Inggris sebagai interaksi di kelas?

=> Penggunaan bahasa Inggris dalam kelas menurut saya cukup penting, karena ini melatih kemampuan kita dalam berdialog agar tidak kaku untuk mengucapkan bahasa Inggris, serta membuat kita terbiasa untuk menggunakannya apalagi dengan teman-teman sekelas membuat semuanya lebih seru

B. Focused Interview to Students

2. Focused Interview about Teacher Credibility Impact Students Speaking Performance

1) Bagaimana pendapat anda terkait dengan penggunaan *English* saat guru mengajar di kelas?

=> Menurut saya penggunaan English penting saat guru mengajar di kelas karena dapat menambah kepercayaan diri siswa dalam berbahasa Inggris dan juga melatih kemampuan siswa dalam berbahasa Inggris serta dapat mengajarkan lebih banyak hal lagi dengan cara berdialog intensif seperti ini.

2) Apakah penggunaan *English* tersebut efektif dalam pembelajaran Bahasa Inggris?

=> Ya, penggunaan English tersebut efektif dalam pembelajaran bahasa Inggris karena membuat kita terbiasa untuk mengucapkan kalimat-kalimat berbahasa Inggris. Sama seperti kita dari kecil diajarkan untuk berbicara dan langsung paham/tahu/lancar berbahasa Indonesia karena kita terbiasa mendengarkan orang-orang di sekitar kita berbicara menggunakan Bahasa Indonesia.

3) Apakah anda mampu memahami materi dengan baik saat guru memberikan pengajaran dengan menggunakan *English*?

=> Ya, saya mampu memahami materi dengan baik saat guru memberikan pelajaran dengan menggunakan English karena guru saya menjelaskannya sedetail mungkin dan mengizinkan kita untuk memberikan pendapat/bertanya setelah beliau menjelaskan

4) Apakah anda mampu mempraktekkan tugas yang diberikan guru dalam hal berbicara/ berinteraksi?

=> Ya, saya mampu mempraktekkan tugas yang diberikan guru dalam hal berbicara/berinteraksi dalam bahasa Inggris karena kita sudah terbiasa untuk berbicara dalam bahasa Inggris di kelas.

5) Bagaimana anda memahami kosakata yang sulit saat guru menggunakan *English* saat mengajar?

=> Cara saya untuk memahami kosakata yang sulit saat guru menggunakan English saat mengajar yaitu membuka google di handphone lalu searching mengenai kosakata tersebut.

6) Apakah ada kendala yang anda alami saat penggunaan *English* di dalam kelas?

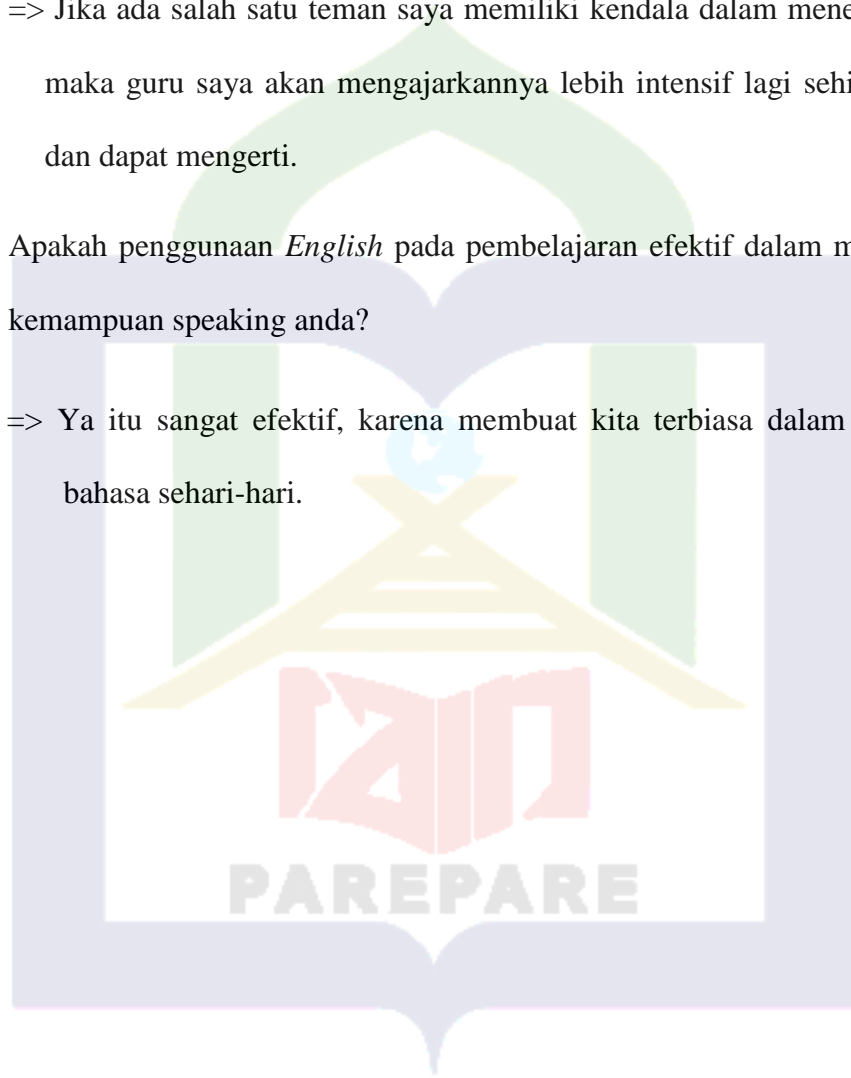
=> Tidak ada kendala yang saya alami saat penggunaan English di dalam kelas karena saya sudah mempelajari bahasa Inggris sedari kecil dan juga telah diajarkan oleh guru & teman-teman yang menemani cukup membantu dalam menjelaskan materi yang saya belum pahami.

7) Bagaimana sikap guru apabila anda atau salah satu teman anda memiliki kendala dalam menerima materi oleh guru yang menggunakan *English* saat mengajar?

=> Jika ada salah satu teman saya memiliki kendala dalam menerima materi, maka guru saya akan mengajarkannya lebih intensif lagi sehingga ia bisa dan dapat mengerti.

8) Apakah penggunaan *English* pada pembelajaran efektif dalam meningkatkan kemampuan speaking anda?

=> Ya itu sangat efektif, karena membuat kita terbiasa dalam penggunaan bahasa sehari-hari.



Research Subjects

Personal Data Form

1. FULL NAME : Kaayla Daradinity Maliang
2. NICK NAME : Dara
3. PLACE AND DATE OF BIRTH : Balikpapan, 4 June 2007
4. HOBBY : Watch Movies & Dance
5. EDUCATIONAL BACKGROUND :
 - f. SDN 48 Parepare
 - g. SMP 2 Parepare
6. STUDENT EXPERIENCES :
 - b. OSIS (Wakil Ketua Osis)
 - c. Sanggar Seni Colli Madanuang (Koordinator Dance)
 - d. KSRA (Komunitas Sekolah Ramah Anak – Koordinator Bidang)
 - e. RBCD (Rumah Baca Cinta Damai)
 - f. SECC Nasional (Runner-Up 2 Lomba Dubbing English)
 - g. KSN Matematika Kota (Juara 1)
7. STUDENT TRAINING EXPERIENCES:
-

INTERVIEW ABOUT THE 2ND RESEARCH QUESTION.

3rd Respondent

A. Opened Interview to Students

1. Apakah mata pelajaran bahasa inggris mudah untuk dipahami?

=> Banyak orang yang mengatakan bahwa bahasa inggris itu sangatlah sulit, karena katanya memiliki banyak rumus serta kosakata yang harus di hapal serta di pahami, tetapi menurut saya mata pelajaran bahasa inggris sangat mudah di pahami asal ada kemauan untuk belajar dan menyimak penjelasan guru dengan baik.

2. Apa pentingnya bahasa inggris menurut anda?

=> Pentingnya belajar bahasa inggris karena di jaman sekarang semua pekerjaan-pekerjaan di luar sana mayoritas memiliki tes-tes berbahasa inggris, walaupun bahasa inggris termasuk bahasa asing, tetapi memiliki begitu banyak peluang dalam mencari pekerjaan di masa yang akan datang.

3. Apa pendapat anda mengenai penggunaan bahasa inggris sebagai interaksi di kelas?

=> Pendapat saya mengenai berinteraksi dalam kelas menggunakan bahasa inggris yaitu, siswa tidak akan kaku berbahasa inggris jika dibiasakan berbicara bahasa inggris di dalam kelas, dan hapalan-hapalan kosakata tidak mudah dilupa

B. Focused Interview to Students

2. Focused Interview about Teacher Credibility Impact Students Speaking Performance

1. Bagaimana pendapat anda terkait dengan penggunaan *English* saat guru mengajar di kelas?

=> Menurut saya kesannya sangatlah baik, karena jika menggunakan bahasa inggris siswa siswi akan termotivasi untuk menggunakan bahasa inggris dalam proses pembelajaran

2. Apakah penggunaan *English* tersebut efektif dalam pembelajaran Bahasa Inggris?

=> Iya, karena walaupun kita sering mendapatkan nilai tinggi pada pelajaran bahasa inggris, tetapi kita jarang menggunakannya dalam kehidupan sehari-hari, maka semuanya akan sia sia saja.

3. Apakah anda mampu memahami materi dengan baik saat guru memberikan pengajaran dengan menggunakan *English*?

=> Iya, karena jika tdk berbahasa inggris maka siswa tidak akan terbiasa dalam berbicara menggunakan bahasa inggris.

4. Apakah anda mampu mempraktekkan tugas yang diberikan guru dalam hal berbicara/ berinteraksi?

=> Iya, karena dalam berbahasa inggris yang terpenting bukanlah tulisan, tetapi lisan, Percuma nilai 100 dalam hal menulis bahasa inggris jika tidak mampu mengucapkan/berbicara menggunakan bahasa inggris.

5. Bagaimana anda memahami kosakata yang sulit saat guru menggunakan *English* saat mengajar?

=> Jika saya tidak mengerti kosakata yang digunakan guru saat mengajar maka saya akan bertanya apa arti dari kosakata tersebut

6. Apakah ada kendala yang anda alami saat penggunaan *English* di dalam kelas?

=> Iya, kendalanya yaitu dalam berbicara bahasa inggris terkadang salah pengucapan dalam mengucapkan kosakata dan membuat orang lain bingung dengan apa yang kita maksud.

7. Bagaimana sikap guru apabila anda atau salah satu teman anda memiliki kendala dalam menerima materi oleh guru yang menggunakan *English* saat mengajar?

=> Sikap guru jika saya atau salah satu teman saya memiliki kendala dalam menerima materi yaitu, ia akan menanyakan kendala tersebut dan akan mengupayakan agar kendala tersebut dapat di selesaikan.

8. Apakah penggunaan *English* pada pembelajaran efektif dalam meningkatkan kemampuan speaking anda?

=> Iya, karena kunci dari belajar bahasa inggris yaitu berbicara.

Research Subjects

Personal Data Form

1. FULL NAME : Siti Nur Khalishah Aprianti Azis
2. NICK NAME : Icha
3. PLACE AND DATE OF BIRTH : Parepare, 3 April 2007
4. HOBBY : Traditional Dance & Singing
5. EDUCATIONAL BACKGROUND :
 - a. TK Sakinah Bojo B
 - h. SDN 145 Barru
 - i. SMPN 2 Parepare
6. STUDENT EXPERIENCES :
-
7. STUDENT TRAINING EXPERIENCES:
-

INTERVIEW ABOUT THE 2ND RESEARCH QUESTION.

4th Respondent

A. Opened Interview to Students

1. Apakah mata pelajaran bahasa Inggris mudah untuk dipahami?
=> Menurut saya pelajaran bahasa Inggris mudah dipahami, karena paham atau tidaknya kembali lagi kepada guru yang mengajar.
2. Apa pentingnya bahasa Inggris menurut anda?
=> Bahasa Inggris adalah bahasa dunia yang dimana bahasa Inggris digunakan atau diimplementasikan di setiap negara, dan bahasa Inggris sangat penting di masa depan, seperti untuk masuk di perguruan tinggi. Tes TOEFL & IELTS merupakan tes bahasa Inggris yang memudahkan untuk masuk di perguruan tinggi.
3. Apa pendapat anda mengenai penggunaan bahasa Inggris sebagai interaksi di kelas?
=> Berinteraksi menggunakan bahasa Inggris dalam kelas sangat membantu saya untuk meningkatkan skill berbahasa Inggris saya.

B. Focused Interview to Students

2. Focused Interview about Teacher Credibility Impact Students Speaking Performance

1. Bagaimana pendapat anda terkait dengan penggunaan *English* saat guru mengajar di kelas?

=> Jika guru mengajar dengan menggunakan bahasa Inggris itu bermanfaat bagi siswa yang mendengarkan, karena dengan guru mengajar menggunakan bahasa Inggris, siswa pun akan merasa terinspirasi atau terdorong untuk berbicara menggunakan bahasa Inggris.

2. Apakah penggunaan *English* tersebut efektif dalam pembelajaran Bahasa Inggris?

=> Tentu saja sangat efektif, dengan berbahasa Inggris pada pelajaran English, kita bisa melihat/mendengarkan contoh dan mencontohkan langsung mengenai materi yang dipaparkan oleh guru.

3. Apakah anda mampu memahami materi dengan baik saat guru memberikan pengajaran dengan menggunakan *English*?

=> Kalau saya sendiri, saya mengerti materi yang dijelaskan Mr. Hamid dengan berbahasa Inggris, karena kebetulan saya juga lulusan dari STAR English Course yang dimana Mr. Hamid merupakan pendiri dari STAR. Dengan ilmu yang saya dapatkan di STAR, saya dapat memanfaatkannya dengan baik seperti berbicara menggunakan bahasa Inggris, dan mengerti materi yang disampaikan guru di sekolah dengan menggunakan bahasa Inggris.

4. Apakah anda mampu mempraktekkan tugas yang diberikan guru dalam hal berbicara/ berinteraksi?

=> Mr. Hamid pernah memberikan materi mengenai Agreement & Disagreement yang merupakan ungkapan setuju dan tidak setuju, dan kami sekelas pun mempraktekkannya jika sedang berdiskusi.

5. Bagaimana anda memahami kosakata yang sulit saat guru menggunakan *English* saat mengajar?

=> Jika ada kosakata yang sulit biasanya saya bertanya kepada teman saya atau kepada guru, tetapi saya juga biasanya mencari tahu sendiri dengan cara melihat kamus yang sudah saya bikin sendiri di STAR.

6. Apakah ada kendala yang anda alami saat penggunaan *English* di dalam kelas?

=> Mr. Hamid mengajar dengan sangat jelas dan teliti sehingga saya dan teman-teman saya cukup tidak terkendala jika Mr. Hamid sedang mengajar dengan menggunakan bahasa Inggris. Dan Mr. Hamid berbahasa Inggris mengikuti kemampuan kami, jadinya kami lebih terasa santai menggunakan bahasa Inggris.

7. Bagaimana sikap guru apabila anda atau salah satu teman anda memiliki kendala dalam menerima materi oleh guru yang menggunakan *English* saat mengajar?

=> Biasanya Mr. Hamid akan datang kepada kami dan bertanya, setelah mengetahui kendala siswa, Mr. Hamid akan menjelaskan ulang dengan menggunakan bahasa Inggris yang mudah dipahami, dan jika masih belum paham, Mr. Hamid akan mencampur kedua bahasa yaitu bahasa Indonesia dan bahasa Inggris untuk memudahkan siswa dalam mengerti materi.

8. Apakah penggunaan *English* pada pembelajaran efektif dalam meningkatkan kemampuan speaking anda?

=> Sangat efektif, karena menggunakan bahasa Inggris bukan hanya melalui interaksi guru dan siswa, tetapi antara siswa dan siswa juga diterapkan, jadinya kemampuan speaking saya dan teman-teman saya juga ikut meningkat. Contohnya kami berdiskusi mengenai materi menggunakan bahasa Inggris, ingin bertanya pun menggunakan bahasa Inggris, dan tak hanya pada jam mata pelajaran bahasa Inggris saja kami menggunakan bahasa Inggris, di mata pelajaran yang lain pun juga kami menerapkannya.

Research Subjects

Personal Data Form

1. FULL NAME : Raihany Salsabilah Dini Muslim
2. NICK NAME : Hany
3. PLACE AND DATE OF BIRTH : Pinrang, 1 February 2007
4. HOBBY : Reading Books
5. EDUCATIONAL BACKGROUND :
 - a. TK Amanda
 - b. SDN 5 Parepare
 - c. SMPN 2 Parepare
6. STUDENT EXPERIENCES :
 - a. Organization of Colli Maddennuang (Art)
 - b. Intra-School Students Organization
 - c. 1st Place in the Art Poetry Competition
 - d. 2nd Place in the FLS2N Poetry Competition
7. STUDENT TRAINING EXPERIENCES :
 - j. Women Will Training Committee (Google Program)

INTERVIEW ABOUT THE 2ND RESEARCH QUESTION.

5th Respondent

A. Opened Interview to Students

1. Apakah mata pelajaran bahasa inggris mudah untuk dipahami?
=> Ya, pelajaran b inggris sangat mudah dipahami.
2. Apa pentingnya bahasa inggris menurut anda?
=> Pelajaran b inggris sangat penting bagi saya selain karena bhs inggris sangat keren bahasa inggris juga banyak di gunakan dalam pekerjaan saat ini sehingga mudah mendapat pekerjaan.
3. Apa pendapat anda mengenai penggunaan bahasa inggris sebagai interaksi di kelas?
=> Pendapat saya mengenai interaksi menggunakan b inggris dikelas sangat bagus karena siswa dapat mengembangkan skill b inggrisnya dikelas dengan cara berinteraksi.

B. Focused Interview to Students

2. Focused Interview about Teacher Credibility Impact Students Speaking Performance

1. Bagaimana pendapat anda terkait dengan penggunaan *English* saat guru mengajar di kelas?

=> Pendapat saya mengenai penggunaan b inggris saat guru mengajar itu apabila gurunya menggunakan b inggris full tanpa menyelingi dengan b indonesia sebagian siswa yang kurang dalam b inggris akan kurang mengerti. Tetapi dengan itu siswa akan mencari tahu kosa kata yang kurang di mengerti.

2. Apakah penggunaan *English* tersebut efektif dalam pembelajaran Bahasa Inggris?

=> Tidak, karena belum tentu semua siswa dapat mengerti

3. Apakah anda mampu memahami materi dengan baik saat guru memberikan pengajaran dengan menggunakan *English*?

=> Ya, saya dengan mudah memahami materi yang guru berikan (dalam b inggris) karena saya telah mengikuti kursus bahasa inggris.

4. Apakah anda mampu mempraktekkan tugas yang diberikan guru dalam hal berbicara/ berinteraksi?

=> Ya, saya mampu berbicara/berinteraksi dengan mudah karena saya telah terlatih untuk berbicara di tempat kursus.

5. Bagaimana anda memahami kosakata yang sulit saat guru menggunakan *English* saat mengajar?

=> Cara saya memahami kosakata yang belum saya pahami adalah dengan sangat mudah karena jaman sudah canggih dengan mencarinya di dictionary ataupun di google translate.

6. Apakah ada kendala yang anda alami saat penggunaan *English* di dalam kelas?

=> Terkadang ada kendala karena lupa dalam beberapa kosa kata dan grammer nya tetapi selebih nya lancar2 saja.

7. Bagaimana sikap guru apabila anda atau salah satu teman anda memiliki kendala dalam menerima materi oleh guru yang menggunakan *English* saat mengajar?

=> Sebaiknya saya dan teman saya menanyakan hal yang kurang di mengerti dan semestinya guru dapat menjelaskan ulang mengenai materi tersebut dengan menggunakan b indonesia.

8. Apakah penggunaan *English* pada pembelajaran efektif dalam meningkatkan kemampuan speaking anda?

=> Ya, apabila guru dapat mempraktikkannya dengan itu siswa dapat meningkatkan skillnya dalam berbahasa inggris dan percaya dirinya untuk berbicara.

Research Subjects

Personal Data Form

1. FULL NAME : Othman Omar Amirullah
2. NICK NAME : Othman
3. PLACE AND DATE OF BIRTH : Parepare, 4 March 2007
4. HOBBY : Swimming & Listening Music
5. EDUCATIONAL BACKGROUND :
 - a. SMPN 2 Parepare
6. STUDENT EXPERIENCES :
 - a. OSIS
 - b. ALSHA English Competition (Lomba Story Telling)
 - c. Juara 1 Lomba News Casting (Tingkat SMP Sederajat)
 - d. Juara 2 Lomba Mendongeng (Tingkat SMP Sederajat)
7. STUDENT TRAINING EXPERIENCES :

INTERVIEW ABOUT THE 2ND RESEARCH QUESTION.

6th Respondent

A. Opened Interview to Students

1. Apakah mata pelajaran bahasa inggris mudah untuk dipahami?

=> For me english is not difficult to be understood, as long as you really want and try to learn it. You can't master english just in one, two or three days, you have to study hard to master it. And never feel that you have good enough, always feel hungry to study.

2. Apa pentingnya bahasa inggris menurut anda?

=> Of course english is very important. In this globalization era, information is the key. And to get that, we need to master english, because english is international language. You can speak with japanese, chinese, portuguese, or african using english.

3. Apa pendapat anda mengenai penggunaan bahasa inggris sebagai interaksi di kelas?

=> In my opinion, using english in class to interact is very important. It can make your speaking better and better. Because english is not only to be learnt but to be spoken. Even if your TOEFL test get high score but you can't speak it, it's meaningless

B. Focused Interview to Students

2. Focused Interview about Teacher Credibility Impact Students Speaking Performance

1. Bagaimana pendapat anda terkait dengan penggunaan *English* saat guru mengajar di kelas?

=> I think that's a great idea if the teacher uses english for teaching, that can improve our listening.

2. Apakah penggunaan *English* tersebut efektif dalam pembelajaran Bahasa Inggris?

=> Actually not really effective because the teacher has to repeat his explanation, using english and then bahasa. But to improve our listening and our speaking i think that's very worth it.

3. Apakah anda mampu memahami materi dengan baik saat guru memberikan pengajaran dengan menggunakan *English*?

=> Yes, I can understand the material really well because the teacher is not using full english, sometimes he repeats his explanation and sometimes he mixes his explanation with bahasa.

4. Apakah anda mampu mempraktekkan tugas yang diberikan guru dalam hal berbicara/ berinteraksi?

=> Yes I always using english in the class, and so do my friends. Because the teacher told us how important to practice our english and sometimes he will punish the student who doesn't use english.

5. Bagaimana anda memahami kosakata yang sulit saat guru menggunakan *English* saat mengajar?

=> The teacher will tell us if he is using the vocabularies that new to us, so everytime we can have a new vocabulary to know.

6. Apakah ada kendala yang anda alami saat penggunaan *English* di dalam kelas?

=> For me i don't really have a problem using english in the class, maybe just to interact with my friends that can't understand really well. So i have to tell them in bahasa too.

7. Bagaimana sikap guru apabila anda atau salah satu teman anda memiliki kendala dalam menerima materi oleh guru yang menggunakan *English* saat mengajar?

=> The teacher will ask them what is their problem and try his best to solve it. Sometimes he also makes one student teaches another student who doesn't understand the material. So both of them can improve.

8. Apakah penggunaan *English* pada pembelajaran efektif dalam meningkatkan kemampuan speaking anda?

=> Of course. There is big difference at our speaking if we are speaking english in the class and if we aren't. The goal of studying english is when we can speak it.



Research Subjects

Personal Data Form

1. FULL NAME : Miftah Ahmad Faqih
2. NICK NAME : Faqih
3. PLACE AND DATE OF BIRTH : Parepare, 14 August 2007
4. HOBBY : Reading
5. EDUCATIONAL BACKGROUND :
 - a. SDN 5 Parepare
 - b. SMPN 2 Parepare
6. STUDENT EXPERIENCES :
 - a. English Olympiad SECC
7. STUDENT TRAINING EXPERIENCES :

INTERVIEW ABOUT THE 2ND RESEARCH QUESTION.

7th Respondent

A. Opened Interview to Students

1. Apakah mata pelajaran bahasa inggris mudah untuk dipahami?
=> Alhamdulillah bagi saya pelajaran bahasa inggris mudah dipahami, walau kadang ada beberapa materi yg agak susah saya tangkap.
2. Apa pentingnya bahasa inggris menurut anda?
=> Menurut saya bahasa inggris ini penting karna bahasa inggris merupakan bahasa internasional sehingga dapat memudahkan saya mendapatkan pekerjaan di masa mendatang.
3. Apa pendapat anda mengenai penggunaan bahasa inggris sebagai interaksi di kelas?
=> Penggunaan bahasa inggris sebagai interaksi di kelas bukanlah hal yg buruk, murid tidak hanya menangkap bahasa inggris secara materi tapi juga menerapkannya ke dalam kehidupannya sehari hari, namun jika dilihat dari kondisi sekarang tidak semua murid di kelas itu paham dengan bahasa inggris nanti takutnya ada yg merasa minder, padahal sebenarnya itu untuk belajar bersama.

B. Focused Interview to Students

2. Focused Interview about Teacher Credibility Impact Students Speaking Performance

1. Bagaimana pendapat anda terkait dengan penggunaan *English* saat guru mengajar di kelas?

=> Mungkin akan sulit, terutama pada pelajaran hitung hitungan seperti matematika, fisika, kimia dll.

2. Apakah penggunaan *English* tersebut efektif dalam pembelajaran Bahasa Inggris?

=> Ya, efektif karna english dalam pembelajaran bahasa inggris dapat menambah kosa kata yg mungkin saya ataupun teman teman saya tidak pernah dengar, juga agar english tidak asing di pendengaran.

3. Apakah anda mampu memahami materi dengan baik saat guru memberikan pengajaran dengan menggunakan *English*?

=> Bisa ya bisa tidak tergantung dari kosa kata yg digunakan dan pengucapan guru yg mengajar, karna saya pernah dapat guru yg pengucapannya jelas yg memudahkan saya menangkap materi dan guru yg pengucapannya cepat sehingga saya sering tidak menangkap materi.

4. Apakah anda mampu mempraktekkan tugas yang diberikan guru dalam hal berbicara/ berinteraksi?

=> Ya, karna saya telah menerima materi berupa tenses yg Alhamdulillah bisa sy tangkap dengan baik sehingga dapat memudahkan sy berbicara menggunakan bahasa inggris sesuai tugas yg diberikan oleh guru.

5. Bagaimana anda memahami kosakata yang sulit saat guru menggunakan *English* saat mengajar?

=> Jika saya merasa sulit dengan kosakata yg guru ucapkan, saya tidak akan ragu untuk bertanya arti dari kosakata tersebut atau saya akan berpikir arti kosakatanya dengan memahami kalimat nya.

6. Apakah ada kendala yang anda alami saat penggunaan *English* di dalam kelas?

=> Ya, saya kadang lupa bahasa inggris dari kosakata yg ingin sy ucapkan.

7. Bagaimana sikap guru apabila anda atau salah satu teman anda memiliki kendala dalam menerima materi oleh guru yang menggunakan *English* saat mengajar?

=> Guru saya akan menjelaskan kembali terkait mater yg dibawakan sampai saya atau teman saya sudah dapat menerima materi tersebut.

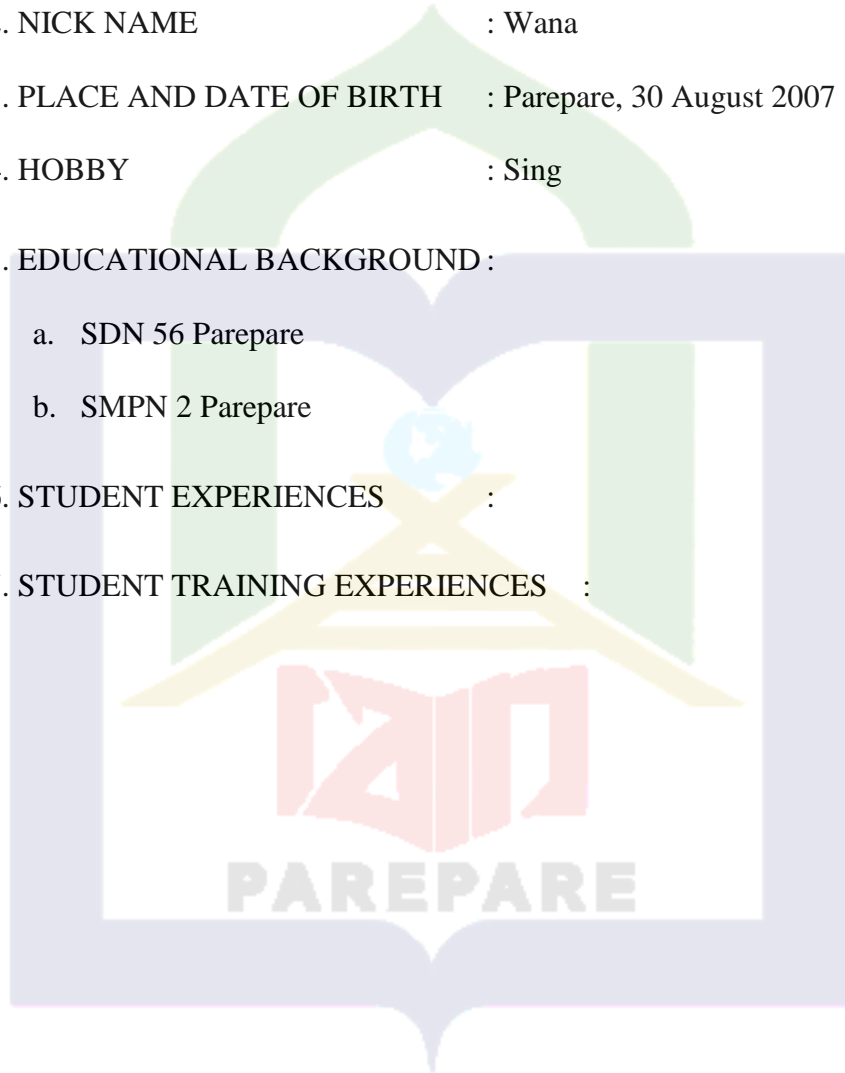
8. Apakah penggunaan *English* pada pembelajaran efektif dalam meningkatkan kemampuan speaking anda?

=> Ya, tentu saja karna menurut saya kemampuan speaking itu ada karna *English*.

Research Subjects

Personal Data Form

1. FULL NAME : Syarifa Nirwana
2. NICK NAME : Wana
3. PLACE AND DATE OF BIRTH : Parepare, 30 August 2007
4. HOBBY : Sing
5. EDUCATIONAL BACKGROUND :
 - a. SDN 56 Parepare
 - b. SMPN 2 Parepare
6. STUDENT EXPERIENCES :
7. STUDENT TRAINING EXPERIENCES :



INTERVIEW ABOUT THE 2ND RESEARCH QUESTION.

8th Respondent

A. Opened Interview to Students

1. Apakah mata pelajaran bahasa inggris mudah untuk dipahami?
=> Bahasa inggris mudah dipahami ketika kita sudah menguasai grammar dan kosakata.
2. Apa pentingnya bahasa inggris menurut anda?
=> Sangat penting, karena bahasa inggris dapat mempermudah kita dalam segala bidang, baik dalam bidang pendidikan maupun pekerjaan, bahasa inggris juga merupakan bahasa internasional dimana ketika kita lanjut pendidikan diluar negri, berlibur disana bahkan untuk tinggal diluar negri kita dengan mudah berinteraksi dengan orang orang disana.
3. Apa pendapat anda mengenai penggunaan bahasa inggris sebagai interaksi di kelas?
=> Sangat bagus, karena ini dapat membiasakan kita sebagai siswa untuk memperlancar penggunaan bahasa inggris untuk speaking nantinya

B. Focused Interview to Students

2. Focused Interview about Teacher Credibility Impact Students Speaking Performance

1. Bagaimana pendapat anda terkait dengan penggunaan *English* saat guru mengajar di kelas?

=> Ini sangat bermanfaat dimana kita sebagai siswa dapat mencerna sendiri apa yang dikatakan oleh guru yg mengajar. dan menurut pengalaman pribadi saya, ketika guru menggunakan bahasa inggris saat mengajar, kosakata yang sudah saya hafal dan sudah agak lupa itu membantu memori saya untuk mengingat kosakata tersebut.

2. Apakah penggunaan *English* tersebut efektif dalam pembelajaran Bahasa Inggris?

=> Ya, karena itu dapat membiasakan kita dalam hal listening maupun speaking.

3. Apakah anda mampu memahami materi dengan baik saat guru memberikan pengajaran dengan menggunakan *English*?

=> Kadang iya kadang tidak, karena masih labil dalam penggunaan grammar dan kosakata karena faktor tidak ada partner dalam berbahasa inggris.

4. Apakah anda mampu mempraktekkan tugas yang diberikan guru dalam hal berbicara/ berinteraksi?

=> Ya, ini harus dibiasakan agar nantinya sudah terbiasa/mahir dalam berbahasa inggris.

5. Bagaimana anda memahami kosakata yang sulit saat guru menggunakan *English* saat mengajar?

=> Biasanya membuka kamus, tetapi jika kosakata tersebut belum sama sekali pernah dihafal, saya biasanya langsung bertanya kepada guru dan gurunya pun juga biasa langsung menyebutkan arti dari kosakata tersebut.

6. Apakah ada kendala yang anda alami saat penggunaan *English* di dalam kelas?

=> Ya, akibat belum terlalu menguasai grammar dan kosakata tetapi teman yg diajak speaking biasanya memperbaiki untuk belajar bersama sama..

7. Bagaimana sikap guru apabila anda atau salah satu teman anda memiliki kendala dalam menerima materi oleh guru yang menggunakan *English* saat mengajar?

=> Tetap memberikan penjelasan terakit materi, dan juga biasanya memberikan meteri dengan hal hal yang mudah diingat contohnya dengan menggunakan lagu, dan bahkan melakukan games terkait materi agar siswa yang terkendala dalam materi dapat menerima materi tersebut dengan santai.

8. Apakah penggunaan *English* pada pembelajaran efektif dalam meningkatkan kemampuan speaking anda?

=> Ya, pembelajaran yang efektif itulah yang membuat siswa dapat meningkatkan kemampuannya untuk speaking, dari menghafal kosakata,

belajar materi, rumus rumus dan lainlain, maka siswa dapat meningkatkan kemampuannya untuk speak english.



Research Subjects

Personal Data Form

1. FULL NAME : Annisa Nayla Putri Arya
2. NICK NAME : Nisa
3. PLACE AND DATE OF BIRTH : Parepare, 7 November 2006
4. HOBBY : Menyanyi, Menari, Bulu Tangkis
5. EDUCATIONAL BACKGROUND :
 - a. UPTD SDN 34 Parepare
 - b. UPTD SMPN 2 Parepare
6. STUDENT EXPERIENCES :
 - a. Sanggar Seni Colli Madennuang Smpn 2 Parepare
 - b. Osis Smpn 2 Parepare
 - c. Lomba Nasyid Smp - Sederejat Setingkat Kota Parepare
7. STUDENT TRAINING EXPERIENCES :

INTERVIEW ABOUT THE 2ND RESEARCH QUESTION.

9th Respondent

A. Opened Interview to Students

1. Apakah mata pelajaran bahasa inggris mudah untuk dipahami?
=> Menurut saya dan bagi saya sendiri mata pelajaran bahasa inggris itu mudah untuk dipahami, apalagi ketika ada 3 faktor yang mendorong cara belajar pada mata pelajaran itu, yakni; gaya belajar yang seru (yang didalamnya ada games misalnya), guru yang asik (yang bisa membuat ketertarikan terhadap sesuatu, misalnya tidak hanya mempelajari bahasa inggris itu sesuai dengan grammar/rumus yang ada didalamnya dan diterapkan secara formal, tapi juga mempelajari bahasa inggris yang gaul) dan lingkungan yang mendukung.
2. Apa pentingnya bahasa inggris menurut anda?
=> Bahasa inggris sangat penting bagi kita semua, karena bahasa ini menjadi satu satunya penghubung atau komunikasi kita dengan orang yang berbeda bangsa, negara, terumatanya bahasa. Banyak orang yang berpikir bahasa inggris itu tidak penting..
3. Apa pendapat anda mengenai penggunaan bahasa inggris sebagai interaksi di kelas?
=> saya setuju mengenai hal itu karena kita ini hidup, tinggal di negara yang mempunyai ciri khas bahasa sendiri yaitu Bahasa Indonesia. Jadi ketika

kita mempraktikkan penggunaan bhs.inggris sebagai interaksi dalam kelas tentunya itu akan membawa hal positif kepada kita, karena dimana lagi kita ingin berbahasa inggris selain di sekolah atau di kelas, dengan lingkungan yang mendukung? Di rumah? Dengan siapa? Oleh karena itu penggunaan bahasa inggris sebagai interaksi di kelas merupakan sesuatu yang luar biasa ketika diterapkan.

B. Focused Interview to Students

2. Focused Interview about Teacher Credibility Impact Students Speaking Performance

1. Bagaimana pendapat anda terkait dengan penggunaan *English* saat guru mengajar di kelas?

=> Sebenarnya hal itu sangat bagus untuk dilakukan, tidak hanya memberikan pemahaman mengenai pengucapan yang tepat atau kosa kata baru dalam bahasa inggris, tapi juga memberikan motivasi kepada siswa/i untuk senantiasa menggunakan bahasa inggris dan belajar mengenai bahasa inggris, hanya saja bagi siswa yang masih belum mengerti berbahasa inggris maka itu akan sulit baginya untuk memahami pada saat proses pembelajaran, jadi ketika saat itu terjadi, solusinya adalah mencampur bahasa inggris dengan bahasa indonesia, sehingga membantu siswa untuk paham pada saat proses pembelajaran dan tidak menghilangkan penggunaan bahasa inggris sebagai interaksi di kelas.

2. Apakah penggunaan *English* tersebut efektif dalam pembelajaran Bahasa Inggris?

=> Efektif atau tidaknya penggunaan bahasa inggris saat belajar bahasa inggris itu tergantung dari masing-masing orang, karena bagi mereka yang awalnya baru mengenal atau baru belajar bahasa inggris yang kosa katanya masih minim, maka pasti sulit bagi mereka untuk paham ketika dijelaskan dengan berbahasa inggris, sebaliknya yang sudah mempunyai dasar berbahasa inggris, maka itu akan lebih memudahkan mereka saat belajar.

3. Apakah anda mampu memahami materi dengan baik saat guru memberikan pengajaran dengan menggunakan *English*?

=> Saya sendiri masih belajar mata pelajaran bahasa inggris dan saya bersyukur saya bisa memahami bahasa inggris walaupun belum terlalu sempurna.

4. Apakah anda mampu mempraktekkan tugas yang diberikan guru dalam hal berbicara/ berinteraksi?

=> Iya. Inilah yang merupakan poin penting dalam berbahasa inggris yaitu berbicara, selain daripada mendengar dan menulis. Ketika kita mempelajari bahasa inggris tentu bahasa inggris yang kita pelajari itu tidak akan berguna jika kita tidak bisa melakukan ketiga hal tersebut.

5. Bagaimana anda memahami kosakata yang sulit saat guru menggunakan *English* saat mengajar?

=> Yang pertama yang biasa saya lakukan adalah menanyakannya secara langsung apa arti dari kosakata itu atau biasanya guru yang secara langsung menyebutkan makna dari kosakata yang jarang siswa/i ketahui. Yang kedua yang biasa saya lakukan ketika belum memahami arti dari kosakata pada saat guru mengajar bahasa Inggris, saya mencatat beberapa kosakata/poin yang menurut saya sendiri harus dipertanyakan ulang setelah guru menjelaskan.

6. Apakah ada kendala yang anda alami saat penggunaan *English* di dalam kelas?

=> Ada, salah satunya adalah listening, bagi saya sendiri listening atau mendengarkan siswa atau guru yang speak English, terkadang harus beberapa dari mereka mengulang perkataannya, karena saya yang kurang bagus dalam hal itu dan kadang saya juga mendapatkan beberapa orang ketika mereka speaking seperti berkumur-kumur sehingga saya sulit untuk memahami apa yang mereka katakan.

7. Bagaimana sikap guru apabila anda atau salah satu teman anda memiliki kendala dalam menerima materi oleh guru yang menggunakan *English* saat mengajar?

=> Biasanya guru membuka sesi tanya jawab untuk kembali mengevaluasi dari materi yang telah kami pelajari, jika didapat kan sebuah kendala dalam memahami materi maka guru akan menanyakan dimana letak yang sulit untuk dipahami dan dia kembali menjelaskan atau memberikan penjelasan yang lebih mudah untuk kami terima..

8. Apakah penggunaan *English* pada pembelajaran efektif dalam meningkatkan kemampuan speaking anda?

=> Ya, tentunya penggunaan English dalam pembelajaran sangat efektif untuk meningkatkan kemampuan berbahasa inggris kita, apalagi dalam hal speaking karena kita bisa lebih banyak mendapatkan kosakata baru dan secara langsung kita bisa mempraktikkannya tanpa malu karena kita berada dilingkungan yang tepat yaitu lingkungan yang ingin always speak english.

Research Subjects

Personal Data Form

1. FULL NAME : Andi Muhammad Yunus
2. NICK NAME : Yunus
3. PLACE AND DATE OF BIRTH : Parepare, 25 Juli 2007
4. HOBBY : Menonton dan Membaca
5. EDUCATIONAL BACKGROUND :
 - c. SDN 53 Parepare
 - d. SMPN 2 Parepare
6. STUDENT EXPERIENCES :
 - a. MAS (Majelis Anak Sholeh)
 - b. Ceramah/Pidato
7. STUDENT TRAINING EXPERIENCES :

Appendix 7



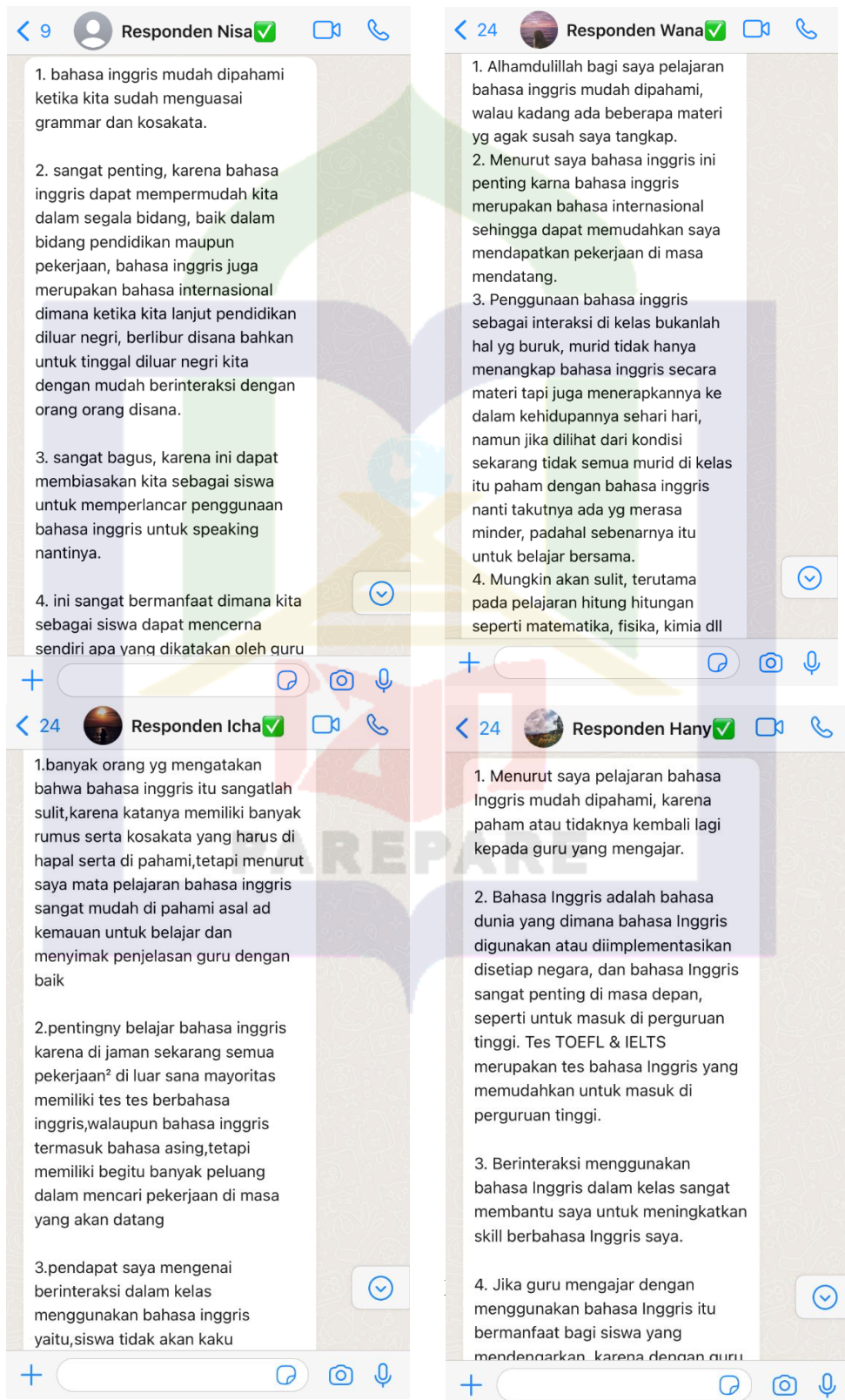
Picture 1. Observation

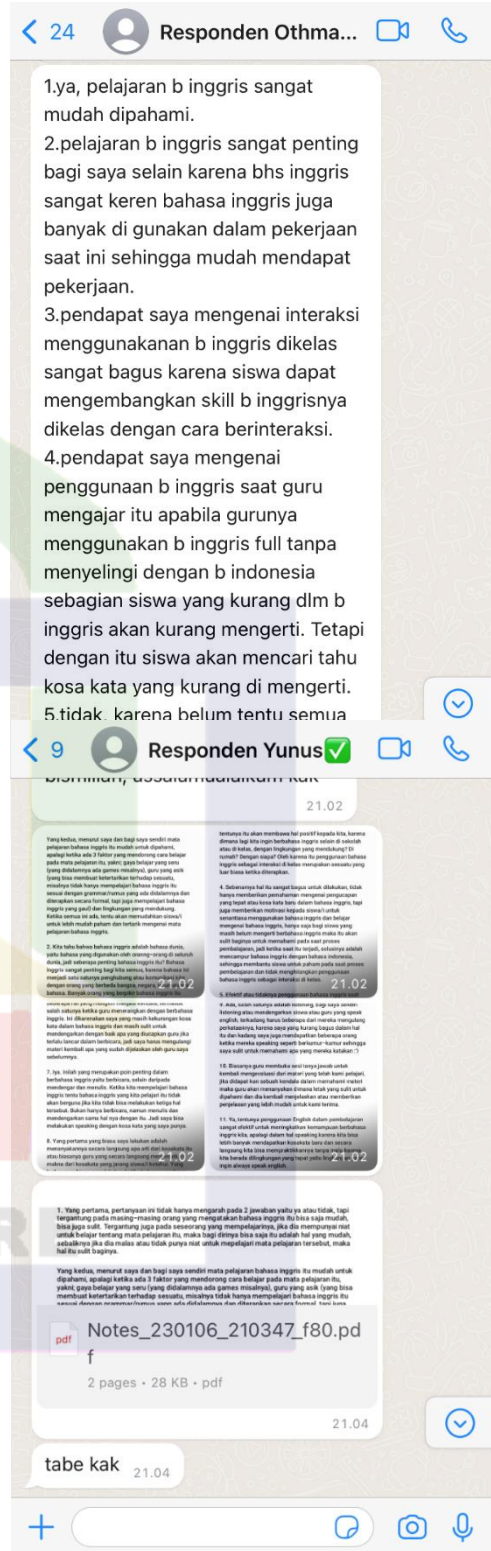
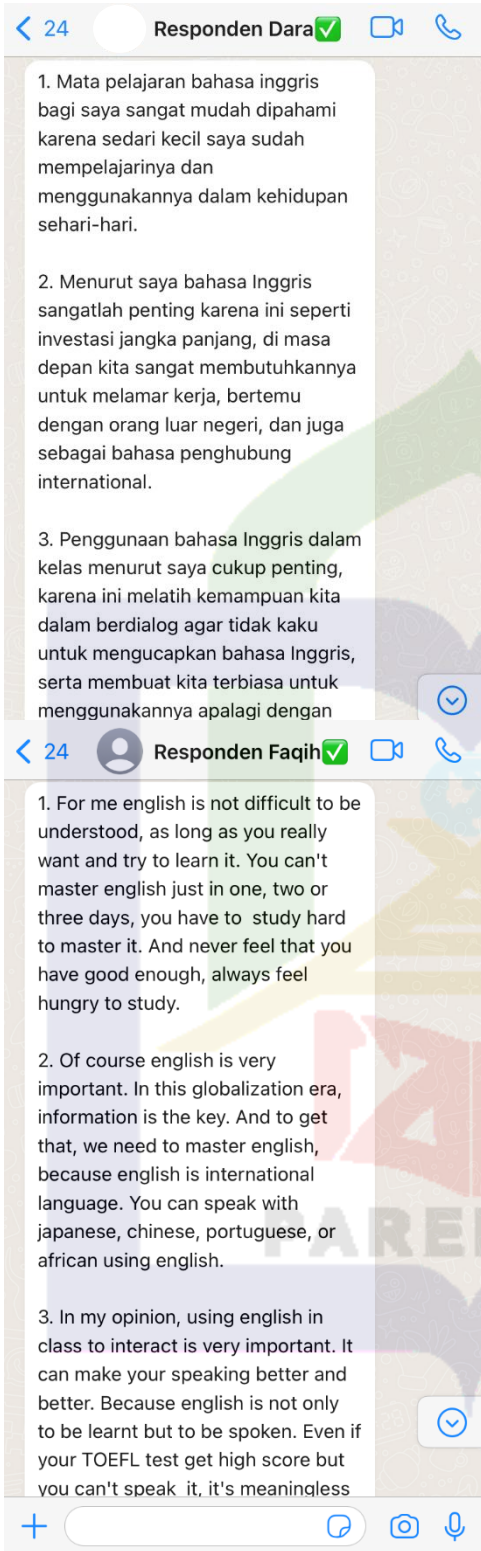


Picture 2. Interview to the teacher

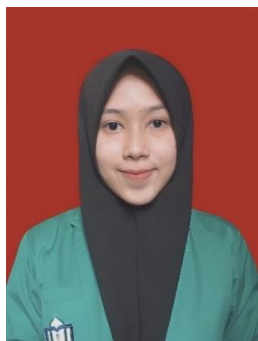
Appendix 8
Next page.

Picture 3. Interview to the students





CURRICULUM VITAE



Rezki Riantira, is the name of the researcher who was born on 14th of February 2000 in Makassar. The researcher was born into a simple family where she was always given guidance and teaching by her father and mother since she was a child. The researcher began her education in kindergarten at Bhayangkari Parepare, then continued her elementary school at SDN 17 Parepare, after that she was in junior high school SMPN 2 Parepare to continued her studies, and continued her education at senior high school SMAN 1 Parepare, until finally she set foot on the lecture bench precisely at IAIN Parepare majoring in English Education. With the twists and turns of the lecture bench and all the obstacles that have been passed, the researcher also has a high spirit to make her parents proud. Then, the researcher finally able to complete her thesis with the title *"EFL Teacher Credibility in Using English as the Instructional Language in the Classroom"*.

