

SKRIPSI

**IMPROVING STUDENTS' SELF- CONFIDENCE IN SPEAKING CLASS
THROUGH ENGLISH MEETING CLUB AT THE THIRD
SEMESTER OF STATE ISLAMIC INSTITUTE
(IAIN) PAREPARE**



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

2020

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By

**TRI WULANDARI
Reg. Num. 13.1300.007**

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

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Skripsi

**As Partial Fulfillment of the Requirements for the Degree
of Sarjana Pendidikan (S.Pd.)**

English Education Program

Submitted By

**TRI WULANDARI
Reg. Num. 13.1300.007**

To

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


2020

ENDORSEMENT OF CONSULTANT COMMISSIONS

Name of the Student : Tri Wulandari
The Title of Skripsi : Improving Students' Self-Confidence In Speaking
Class through English Meeting Club at the Third
Semester of State Islamic Institute (IAIN) Parepare
Student Reg. Number : 13.1300.007
Faculty : Tarbiyah
Study Program : English Education
By Virtue of Consultant Degree : SK. The Chairman of STAIN Parepare
No. Sti.08/PP.00.9/0324a/2017

Has been legalized by

Consultant : Dr. H. Saepudin, S.Ag., M.Pd.
NIP : 19721216 199903 1 001
Co-Consultant : Dr. Magdahalena, M.Hum.
NIP : 19700320 200501 1 006



Approved by:

Tarbiyah Faculty
Dean,



Dr. H. Saepudin, S.Ag., M.Pd.
NIP. 19721216 199903 1 001

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(IAIN) PAREPARE**

Submitted by

TRI WULANDARI
Reg Num.13.1300.007

Had been examined on March 04th, 2020 and had been declared
that it fulfilled the requirements

Approved by

Consultant Commissions



Consultant	: Dr. H. Saepudin, S.Ag., M.Pd.	(.....)
NIP	: 19721216 199903 1 001	
Co-Consultant	: Dr. Magdahalena, M.Hum.	(.....)
NIP	: 19700320 200501 1 006	

State Islamic Institute Parepare
Rektor



Dr. Ahmad Sultra Rustan, M.Si
NIP. 19640427 198703 1 002

Tarbiyah Faculty
Dean,



Dr. H. Saepudin, S.Ag., M.Pd.
NIP. 19721216 199903 1 001

ENDORSEMENT OF EXAMINER COMMISSIONS

The Title of Skripsi : Improving Students' Self-Confidence In Speaking
Class through English Meeting Club at the Third
Semester of State Islamic Institute (IAIN) Parepare

Name of the Student : Tri Wulandari

Student Reg. Number : 13.1300.007

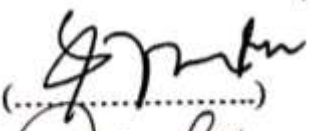
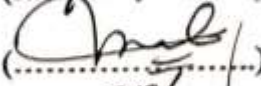


Faculty : Tarbiyah

Study Program : English Education

By Virtue of Consultant Degree : SK. The Chairman of STAIN Parepare
No. Sti.08/PP.00.9/0324a/2017

Date of Graduation : March 04th,2020

Approved by Examiner Commissions

Dr. H. Saepudin, S.Ag., M.Pd.	(Chairman)	
Dr. Magdahalena, M.Hum.	(Secretary)	
Drs. Abd. Rauf Ibrahim, M.Si.	(Member)	
Drs. Amzah, M.Pd.	(Member)	

Cognizant of:

State Islamic Institute of Parepare



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Finally, the researcher realized that this skripsi is still has any weaknesses and still far from being perfect. Therefore, the researcher would highly appreciate all constructive suggestion and criticism.

PAREPARE

Parepare, March 04th 2020

The Researcher,



Tri Wulandari
Reg. Num. 13.1300.007

DECLARATION OF THE AUTHENTICITY OF THE SKRIPSI

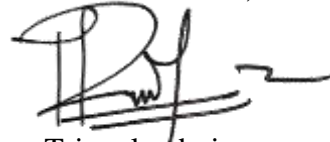
The researcher who signed the declaration below:

Name : Tri Wulandari
Reg. Number : 13.1300.007
Place and Date of Birth : Bilajeng, September 01st, 1995
Study Program : English Education
Faculty : Tarbiyah
Stated that the Skripsi Entitled : Improving Students' Self-Confidence In Speaking Class through English Meeting Club at the Third Semester of State Islamic Institute (IAIN) Parepare

This skripsi is my own research, gathered and utilized especially to fulfill the purpose and objective of this research, it has not been previously submitted to any other university for a higher degree. I also declare that the publications cited of this research have been personally consulted.

Parepare, March 04th 2020

The Researcher,



Tri wulandari
Reg. Num. 13.1300.007

ABSTRACT

Tri Wulandari. *Improving Students' Self-Confidence in Speaking Class Through English Meeting Club at the Third Semester of IAIN Parepare* (Supervised by H.Saepudin and Magdahalena)

This research is an effort to improve students' self-confidence in speaking class through English meeting club. In order that, they can speak up more confident as possible as they can in mastering English. They are hope to use English in their daily activities. This study was conducted at State Islamic Institute (IAIN) Parepare and took 20 students of the third semester in English Program as the object of this research.

This study was adopted pre-experimental research design pre test and post test, which is the effects of treatment is judged by the difference between the pre-test and the post-test scores. The success of the treatment is determined by comparing pre-test and post- test score. The data was obtained by teaching and distributed questionnaire to the students. In teaching, the researcher use a teaching material that divided into five meetings, every meeting has different activities.

In addition, English meeting club in this research means a group of college students' that come from the same age, level or grade aimed to improve students' self-confidence, enthusiasm and motivation in practicing speaking.

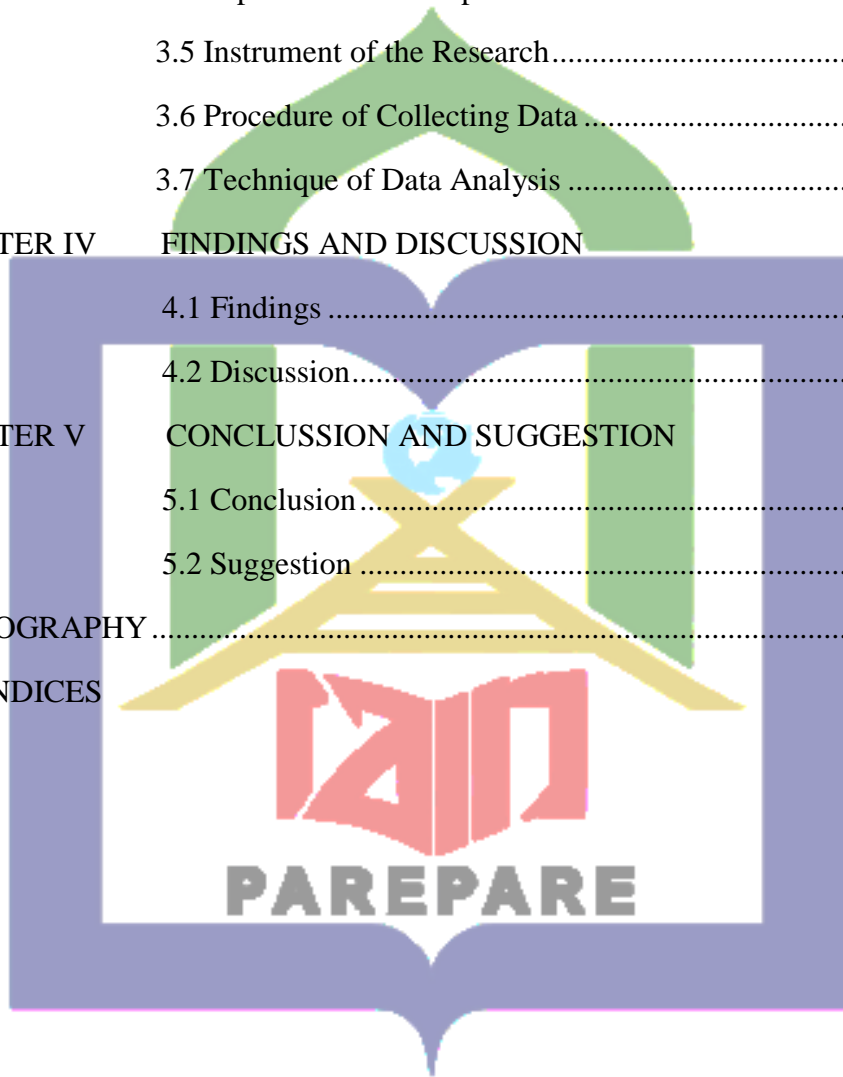
The result of the research of showed that there is significant difference between the students' self-confidence before and after learning speaking by joining English meeting club, in which it was provided by development of mean score from 59.85 on pre-test to 66.95 on post-test, while t-test value 3.21. Based on the data obtained, the writer concludes that the speaking club improves the students' speaking ability and the students gave positive responses toward the implementation of the speaking club. It plays an important role in facilitating the students to practice speaking.

Keywords : *improving, English meeting club, self-confidence.*

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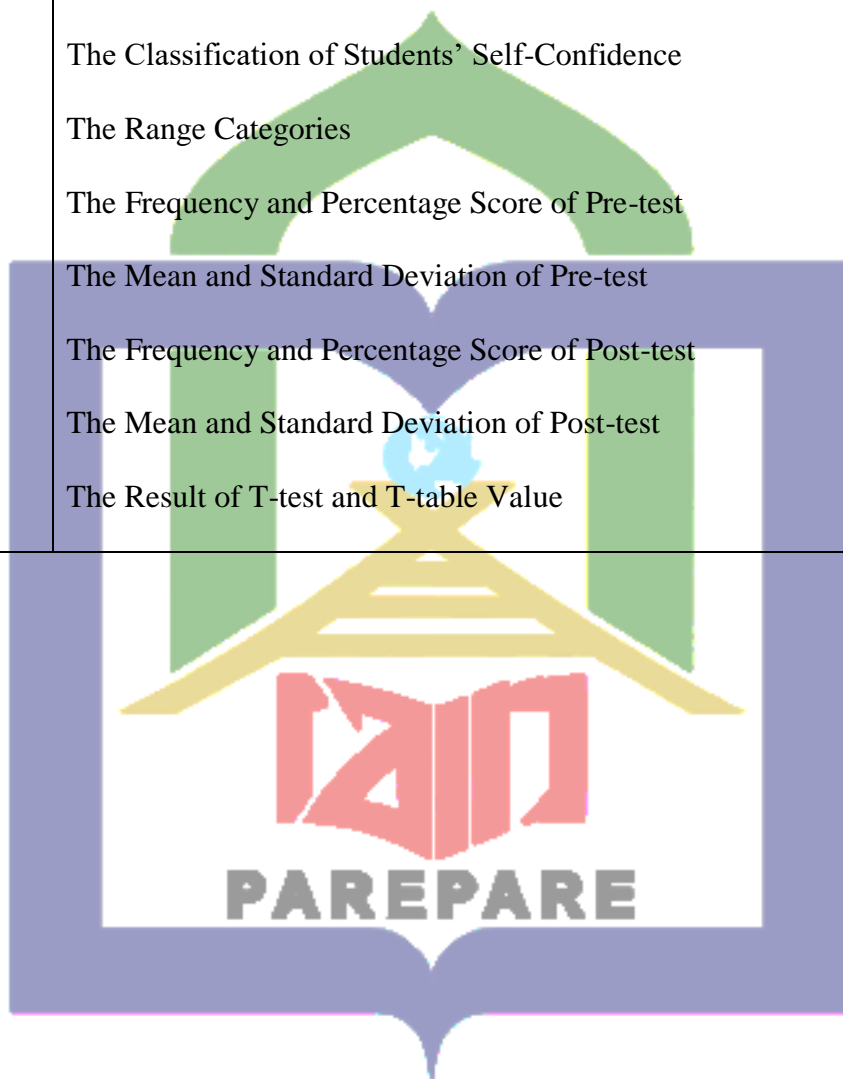
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CHAPTER I

INTRODUCTION

1.1 Background

A large percentage of the world's language learners study English in order to develop proficiency in speaking. Many research reports show that people use speaking for a variety of different purposes. Some people speak, in a conversation, for instance, to make social contact with people, discussing, to persuade someone about something, or to build social relationships between two people or more.¹ Speaking is the process of oral language to express thoughts and feelings, reflect on experiences, and various information². So, speaking is one way to find or share information through oral communication in the world.

Speaking is inherently a communicative skill-people who constantly speak to themselves are quickly recognized as unusual, to say the least, but it is not unusual to see someone listening, reading, or writing by themselves. It is of primary importance than for students to develop speaking skills for the target language and culture in order to communicate orally with others. This requires knowing the appropriate greetings, responses, transitions, even knowing when not to speak. Students should be given extensive opportunities to speak in the classroom environment, and it is the teacher's job to make sure that this environment is comfortable for speaking. Each lesson should have a portion of class time set aside for the sole purpose of communicating. This communication should be guided by the teacher, structured by the lesson to be meaningful, taking into account the students particular interests,

¹Jack C. Richards, *Teaching Listening and Speaking from Theory to Practice* (New York: Cambridge University Press, 2008), p. 201.

²Oxford University Press, *Oxford Learner's Pocket Dictionary*, New Edition (Oxford: University Press, 1991), p. 426.

incorporating the use of technology and encouraging the relation of personal stories and experiences.

Besides that, there are some factors affecting learning English, especially speaking skills; listening comprehension, grammatical accuracy, pronunciation, accent, vocabulary, enthusiasm, and self-confidence. Self-confidence is very important in teaching and learning English as a foreign language. In language learning, especially speaking, students' confidence is one of the factors to improve their learning, self-confidence significantly contributes to the learners' willingness to communicate in a foreign language. Self-confidence is a personal factor that plays a supportive role in the achievement of foreign language learning. Some studies claim that no language learning activities will be carried out successfully without it.³

In the context of State Islamic Institute (IAIN) Parepare, English department is a specific study program which prepares students to become an English teacher. The students learn many things about English itself. They can improve their English skill and master in it by attending the class where English is a lecture there. Besides the lecturer also has a high quality in teaching and presenting the lesson. But it is not a guaranty that all of the students can be a master in English well. Some of them are still less in some lecture like pronunciation, structure even speaking. In fact, three or five students are still passive in English class especially speaking class.

Students in confidence is one of many reasons why they seldom speak. The common situation, most students seldom speak in front of the classroom or in front of the public. In public, sometimes they not to brave enough to speak even in their own language. To make them confident, the lecture is not expected the students to

³Safaa Mohammad Al-Hebaish, "The Correlation between General Self-Confidence and Academic Achievement in the Oral Presentation Course,"(*Theory and Practice in Language Studies* 2, no.1, 2012), p. 60.

have a great grammar, vocabulary, and writing, but how brave they can express their idea in front of the public. However, to reach the ultimate goal of language teaching, class meeting in formal education is still not enough. Students need to practice and develop their English continuously outside of the class. That is why any English Courses and English meeting clubs are provided to minimize the difficulties that Indonesian students face in learning English.

Students are able to speak up when they have a friend to talk or have meeting club. By having meeting club or join it, the students will have a friend to talk, give them the opportunity to study hard and opportunity to express their idea. So, when they get used to public speaking situations, they will be easier to interact and that will make them more confident when they convey their idea. In English meeting club, there are many activities to enhance speaking skill such as discussion, dialog, role play, free talking, and games. These make the students easy to speak although any little error, easy going and keeping their feeling like in the real English society.

Based on the reality which is happening in the English Department of IAIN Parepare, some students have good skills in English but the others still need some supplements to support them in studying English. In teaching and learning English, it needs to apply many strategies to improve learner skills. Using English meeting club strategy is expected to increase students' confidence in speaking. This strategy is needed by the students because the students will feel free to ask or respond to the material that given from lecture. In other words, the students' self-confidence will be better in communication among them rather than to the teacher meanwhile the students' self- anxiety can be under control by themselves. English meeting club strategy has many methods that will help the students in mastering English and achieving the goal.

To know more about this English meeting club strategy, the researcher would like to do a research about “ Improving the Students’ Self-Confidence in Speaking Class through English Meeting Club at the Third Semester of IAIN Parepare”.

1.1 Problem Statement

Based on the background mentioned above, the researcher formulates the research question as follow:

- 1.1.1 What is the level of the students’ self-confidence in speaking before treatment?
- 1.1.2 What is the level of the students’ self-confidence in speaking after treatment?
- 1.1.3 Is English Meeting Club able to improve the students’ self-confidence?

1.2 Objectives of the Research

Based on the problem statement mentioned above, the objectives of the research are:

- 1.2.1 To find out the level of the students' self-confidence in speaking before treatment.
- 1.2.2 To find out the level of the students' self-confidence in speaking after treatment.
- 1.2.3 To find out the English Meeting Club able to improve students’ self-confidence.

1.3 The Significance of the Research

The significance of this research is expected to be useful contributions to:

- 1.3.1 For IAIN, to improving students' self-confidence in speaking class through English Meeting Club at the third semester of IAIN Parepare.
- 1.3.2 For English Lecturer, to provide the information of the students' self-confidence in speaking class through English Meeting Club and the result

useful can manage classroom activity to be effective by using English Meeting Club.

1.3.3 For the students, to help the students improve their self-confidence in speaking class through English Meeting Club.

1.3.4 For the next researcher, to add knowledge and give contributions to the other researcher who wishes to conduct research to improve students' self-confidence in speaking class through English Meeting Club at the third semester of IAIN Parepare.



CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter provides the theoretical background which can support the main analysis. It contains previous related research findings; some pertinent ideas which are related to the research consist of terms and theories of Speaking, the Concept of Self-Confidence, the Concept of Meeting Club and the conceptual framework of the research and hypothesis.

2.1 Some Pertinent Ideas

2.1.1 The Concept of Speaking

2.1.1.1 Definition of Speaking

Speaking is a part of oral communication which involve two main components, they are speaker and listener. Oral communication is an interactive process between a speaker and listener which involves the productive skill of understanding. The idea is the review of what is talked about and word are to express in some communication between two people or more than it.⁴

According to Webster, speaking is the action of conveying information or expression one's thoughts and feeling in spoken language, to utter words or articulate sounds, as human beings, to express thoughts and express opinion by words.⁵ Speaking is not only a matter of the saying something correctly according to the grammar, vocabulary, and pronunciation, but is also a matter of producing language appropriately according to the functional and the social convention in the foreign language.⁶

¹Donn Byrne, *Teaching English through English* (London: Longman 1981), p. 112.

⁵Webster's Comprehensive Dictionary. *The New International Webster's Comprehensive Dictionary of the English language* (Trident press international. 1982), p. 58.

⁶A Kaharuddin Bahar, *The Communicative Based English Language Teaching* (Yogyakarta: Trustmedia, 2013), p. 18.

Speaking is also a process of spoken language to express thoughts and feelings and variety of information. The idea is a review of what is talked about and words are to express it. On the other hand, speaking is a complex matter because it involves thinking of language and social skills. Speaking, in general, can be interpreted a delivery purpose (ideas, thought, hearts) one person to another by using oral language, so that purpose can be understood.

Based on several definitions above, it clearly that Speaking is an interactive process of constructing meaning that involves producing, receiving, and processing information. It means that in speaking we have to express our opinion; feeling and ideas correctly in order to every single person can understand the message. In addition, speaking as one of the important skill has to be used directly when there are some persons meet the others. So, speaking involves responding to what has been heard

2.1.1.2 Kinds of Speaking

In a pedagogical context, it focused on two approaches namely social and classroom context.

1. Speaking (Spoken Language) in Social Context

To understanding speaking, this type of speaking would lead to seeing how speaking is employed for communication ideas and building relationship in social life. Brown categories speaking into two types;⁷

a) Monologue

The monologue is a kind of language of speaking which is normally found in our social lives as in speeches, lectures, and news broadcast. This commonly refers

⁷ H. Douglas Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy* (San Francisco State University, 2001), p. 250-251.

to a stream of speech which would go on whether or not the hearer comprehends, the hearer must process the long speech without interruption.

b) Dialogue

Dialogue normally refers to an interactional discourse which involves two or more speakers. Dialogue can be subdivided according to the purpose of the speakers' interaction. When the interaction is educated to promote social relationship, the exchange is then identified as an interpersonal dialogue e.g. conversation. When the exchange is carried out to convey proposition or factual information, the interaction is then recognized as a transactional dialogue e.g. discussion.

2. Speaking in Classroom Context

Speaking not only occurs in the social context but also occurs in a classroom context where students learn and practice using a foreign language. Using a foreign language socially tends to be natural, while using a foreign language pedagogically tends to be artificial since, in order to make the students speak, the lecturer intentionally provide some classroom activities which are aimed at stimulating the students' oral production. In the classroom, the students may produce several types of speaking performance that are carried out from a continuum of classroom activities to promote communicative competence.

According to Brown there are speaking categories that students may carry out in the classroom,⁸ as follow:

a) Imitative Speaking

One of a continuum the kind of speaking performance is the ability to simply parrot back (imitative) a word phrase or possibly a sentence. While this purely

⁸ H. Douglas Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy* (San Francisco State University, 2001), p. 271-274.

phonetic level of oral production, a number of prosodic, lexical, and grammatical properties of language may be included in the criterion performance.⁹

b) Intensive Speaking

Intensive speaking goes a step further than imitative. From this category, the learners can be self-initiated or intensive speaking can even form part of some pair work activity where they are going over to practice some phonological or grammatical aspect of language.

c) Responsive Speaking

Responsive speaking indicates the students' speech production in the form of short replies or student-initiated question or comments. These replies usually sufficient and do not extend into dialogues which can meaningful and authentic e.g.

T: how are you?

S: pretty good, thanks, and you?

d) Transactional Speaking

Transactional speaking refers to the purpose of addressing and exchanging specific information. It is noticed an extended form of responsive speaking. This category of speaking is more responsive to nature than negotiating such in conversation.

e) Interpersonal Speaking

Interpersonal speaking is an interactive activity is carried out more for the purpose of maintaining the social relationship than for the transmission of facts and information.¹⁰ By interactional speaking, we are looking at casual and formal

⁹ H Douglas Brown, *Language Assessment: Principles and Classroom Practices* (San Francisco State University, 2003), p. 141-142.

¹⁰ H. Douglas Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy* (San Francisco State University, 2001), p. 274

conversation. Two are more people sitting around chatting about many things. The rules are completely different in this style of conversation.

f) Extensive Speaking

Extensive speaking requires the students to give extended monologues in the form of oral reports, summaries, or perhaps short speech. Here the procedure is more formal and deliberative. This can only be carried out by students at intermediate to advanced levels.

2.1.1.3 The Elements of Speaking

1. Vocabulary

Vocabulary is the tool of illustration thought, self-expression, translation, and communication.¹¹ In other hands, vocabulary is typically a more conscious and demanding process.¹² The vocabulary as one of the components of language that important to study, because without enough vocabulary mastery, the ability to communicate and convey cannot be established. So, based on the explanation above, the researcher concludes that someone would not able to speak English without mastering vocabulary.

2. Pronunciation

Pronunciation refers to the way a word or a language is spoken, or the manner in which someone utters a word of one is said to have "correct pronunciation", then it refers to both ravishing a particular dialect. Pronunciation has traditionally been taught with a goal of "speaking like a native speaker" but this is not practical. In fact, it is a recipe for discouragement both for teacher and for students.¹³

¹¹A Kaharuddin Bahar, *The Communicative Competence Based English Language Teaching* (Yogyakarta: Trustmedia, 2013), p. 49.

¹²John Read, *Assessing Vocabulary* (United Kingdom: Cambridge University, 2000), p. 1.

¹³Judy B. Gilbert, *Teaching Pronunciation* (Cambridge: New York, 2008), p. 42

3. Grammar

Grammar is the rules that say how words combined, arranged and changed to show different meanings. In linguistics, grammar is the set of structural rules that govern the composition of sentences, phrases, and words in any given natural language.¹⁴

The grammar lessons are studied through formulating and sample sentence, then do practice exercise (oral and written) at the end of each section. "An English grammar" is a specific description, study or analysis of such rules. A fully explicit grammar exhaustively describing the grammatical constructions of a language is called a descriptive grammar which tries to enforce rules of a language is to be used.

4. Fluency

Fluency can be defined as the ability to speak fluently and accurately. Accuracy is clear, articulate, grammatically and phonologically correct language. Fluency means being able to communicate our ideas, without having to stop and think too much about what you say.

5. Content

Content is important in speaking process. So, the speaker should plan or prepare content before expressing his/her ideas. Wherever possible, the Content must be practical and can be understood, students are expected not Too many uses vocabulary or grammar new base, and focus on the conversation. The contents of a conversation that would greatly affect the message on to convey that message perfectly acceptable or not. Therefore, students need to understand the contents of the message that would be delivered.

¹⁴ Jonathan Crowther (ed.), *Oxford Advanced Learner's Dictionary* (Oxford: Oxford University Press, 1995), p. 517.

2.1.1.4 Characteristics of a successful speaking activity

Speaking is the skill that the students would be judged upon most in real life situations. It is an important part of everyday interaction and most often the first impression of a person is based on his/her ability to speak fluently and comprehensively. So, as teachers, we have a responsibility to prepare the students as much as possible to be able to speak in English in the real world outside the classroom and the testing room.

Another aspect of producing spoken language is the time constraint the students must be able to produce unplanned utterances in real time; otherwise, people would not have the patience to listen to them. There are four characteristics of a successful speaking activity as follows:

1. Learners talk a lot, the more the better. As much as possible of the period seems obvious, but often most time is taken up with teacher talk or pauses.
2. Participation is even and fair, control talkative participants and gives everyone a chance. In the classroom discussion is not dominated by a minority of talkative participants.
3. Motivation is high, interested in the topic to say something new. The learners are eager and contribute to achieving a task objective because they want to contribute to achieving and task objective.
4. Language is of an acceptable level of accuracy and relevance. The learners express themselves in utterances that are relevant, easily comprehensible to each other, and of an acceptable level of language accuracy.

2.1.1.5 Problems with speaking activities

Below there are four problems with speaking activities:

1. Inhibition, learners are often inhibited about trying to say things in a foreign language in the classroom, worried about making mistakes, fearful of criticism or losing face, or simply shy of the attention that their speech attracts.
2. Nothing to say, even if they are not inhibited, you often hear the learners complain that they cannot think of anything to say, they have no motive to express themselves beyond the guilty feeling that they should be speaking.
3. Low participation, only one participant can talk at the time if he or she is to be heard and in a large group, this means that each one would have only very little talking time. This problem is compounded by the tendency of some learners to dominate, while others speak very little or not at all.
4. Mother-tongue use, in classes where all, or a number of, the learners share the same mother tongue, they may tend to use it, because it is easier, it feels unnatural to speak to one another in a foreign language.

Based on the explanation above what the teacher can do to help the student to solve the problem in the class is as follow:

- a) Use pair/group work, this increases the sheer amount of learner talk going on in a limited period of time and also lower the inhibition of learners who unwoulding to speak in front of the class and giving everyone a chance to speak.
- b) Base the activity on easy language in general, the level of language needed for a discussion should be lower than that used in intensive language, learning activity in the same class, it should be easily recalled and produced by the participants so that they can speak fluently with the minimum of hesitation.

- c) Make careful choice of topic and task to the simulate interest. On the whole, the clearer the purposes of the discussion the more motivated participants would keep students' speaking the target language. We might appoint a group monitor, whose job is remaining participants to use the target language and perhaps report later to the teacher how well the group is managed to keep it and be there yourself as much as possible in the model the language use yourself.

Based on the discussion above, students should be given an interesting activity that can interact and arouse their interest to speak one another. The students are shy or fear to speak because of the influences of the mother tongue. In minimizing the problems of speaking, the teacher must be creative to find a way to solve the problem of speaking, so that the students can easily learn to speak and speak well. There are many methods of teaching speaking. But, the most important method is how to take learning in real life situation. So that, the students can learn more enjoyable and practice English much.

2.1.2 The Concept of Self-Confidence

2.1.2.1 Definition of Self-Confidence

According to Brown, self-confidence is the students' belief in their ability that is fully capable of accomplishing a task.¹⁵ Self-efficacy and self-esteem are two main things that contribute to self-confidence. The students would gain a sense of self-efficacy when they see themselves mastering skills and achieve goals in the teaching-learning activity. The self-efficacy comes in when the students feel they are

¹⁵ H. Douglas Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy* (San Francisco State University, 2001), p. 62.

capable of completing a given task. It means that self-efficacy refers to the students' belief in their capacity to perform and handle specific tasks.¹⁶

According to the Oxford English Dictionary confident is 'having strong belief, firm hope, or certain expectation, feeling positive, fully assured, 'self-reliant' and having no fear of failure. Confidence level varies between people in the same situation and that people have a non-uniform range of confidence in different situations. Thus, someone who is highly confident in a known and recognizable setting, for instance, may lose confidence in an unfamiliar and challenging environment.¹⁷

Confidence level varies between people in the same situation and that people have a non-uniform range of confidence in different situations. Thus, someone who is highly confident in a known and recognizable setting, for instance, may lose confidence in an unfamiliar and challenging environment.

Based on the explanation above, the researcher concludes that Confidence in speaking means an individual is not nervous to deliver a speech in front of an audience, and they are able to make a good performance in speaking English (belief and braveness). The person has a great feeling of certainty and low feeling of anxiety. In the context of this study, confidence refers to the ability to speak in front of the audience fluently with less number of fillers.

¹⁶Anna Kurniawati, "Improving The Students' Self-Confidence In Speaking Practice By Using Role-Play Technique For The Eight Grade Students of SMP Muhammadiyah 3 Yogyakarta"(Unpublish; Faculty of Languages And Arta Yogyakarta State University: Yogyakarta, 2013), p. 31.

¹⁷Nur Ilianis Binti Adnan, "Using Public Speaking to Improve Malaysian Student Confidence Level in Speaking Skill"(unpublish; University SAINS Malaysia,2014), p. 20-21.

2.1.2.2 The Factors of Confidence' Influence

Confidence can be influenced by several factors that can be classified into two factors, namely internal factors, and external factors, those are:¹⁸

1. Internal Factors

This internal factor consists of several important things in it. Among which are the following:

a) Self-concept

Individuals who have low self-esteem usually have a negative self-concept. On the contrary, individuals who have confidence would have a positive self-concept.

b) Self-esteem

Individuals who have high self-esteem tend to see themselves as individuals who successfully believe that their business is easy to accept others, how to accept themselves. However, individuals who have self-esteem, and are usually struck by social difficulties as well as pessimists in the association.

c) Physical condition

Physical condition changes also affect confidence. Physical inability can cause a subtle sense of inferiority. Physical appearance is a major cause of low self-esteem and self-confidence.

d) Life experience

The confidence gained from a disappointing experience is usually the most common source of inferiority. Especially if individuals basically have insecurity, lack of affection, and lack of attention.

2. External factor

¹⁸Arya Budiman, *Tampil Memukau & Percaya Diri Menjadi Ahli Pidato & MC* (Printed in Araska Yogyakarta, First Published, 2016), p. 14-18.

This external factor consists of several important things in it, among which are the following:

a) Education

Education affects a person's confidence or individual. Low levels of education tend to make the individual feel under a more intelligent power, otherwise, individuals with higher education tend to be self-reliant and need not rely on other individuals.

b) Job

Work can develop creativity and independence as well as confidence in self-confidence can arise by doing the job, in addition to the material obtained. Satisfaction and pride in being able to develop self-ability.

c) Environment

The environment here is family, school, and society. Good support received from the family environment such as family members who interact with each other well would give a sense of comfort and high confidence.

2.1.2.3 The Causes a Lack of Confidence

The main cause of students' confidence is their low ability in speaking English. In this case, many students think that their English is bad and feel that they cannot speak English well. The other cause of students' lack of confidence who also deals with the lack of encouragement from the teacher. In this context, many teachers do not think that convincing student that they are able to speak English is important. According to Ardi Al- Maqassary on his journal research states that there is eleven influence students' lack of confidence:

1. Environmental influence, where someone can become insecure if they always prohibiting, blaming, not believing, underestimating by the environment.

2. Often belittle and ostracized by their peers.
3. Parenting parents often prohibit and limit the activities of children.
4. Parents are always scolding their child's mistakes, but never a member rewards when children do something positive.
5. Less affection, appreciation or praise from family.
6. Infecting by the nature of their parents or family minder.
7. Trauma past failures.
8. Trauma disgracing and humiliating in public.
9. They feel physical form is not perfect.
10. They feel poor in their education.¹⁹

Otherwise, people who have good self-confidence, they have positive feelings toward themselves, have a strong conviction on him and have accurate knowledge of the capabilities. People who have great confidence is not those who simply feel capable (but actually cannot afford), but a person who understands their self, capable based on their experience and calculations.

2.1.2.4 How to Build Confidence

1. Gratitude

When the students focus too much on what they want, the mind creates a reason why the students cannot have it. This leads the students too well on our weaknesses. The best way to avoid this is consciously focusing on gratitude. Set aside time each day to mentally list everything they have to be grateful. Recalling our past successes, unique skills, loving relationships, and positive momentum would be

¹⁹Ardi Al-maqassary, "the causes of self-confidence, "*Jurnal Hasil Riset*, <http://www.e-jurnal.com/2014/03/penyebab-timbulnya-kurang-percaya-diri.html> (accessed 9 October 2018).

amazed at how much they have to go for them and motivated to make that next step towards success.

2. Compliment other people

When the students think negatively about themselves, they often project that feeling on the others in the form of insults and gossip, to break this cycle of negativity, get in the habit of praising other people. Refusing to engage in backstabbing gossip and make an effort to complement those around them. In the process, the students would become well to build confidence. By looking for the others, the students indirectly bring out the best in themselves.

3. Speak up

During the group discussion, so many people didn't speak up because they are afraid that people would judge them for saying something stupid. This fear is not really justified. Generally, people more accepting that they imagine. In fact, most people are dealing with the exact same fears. By making an effort to speak up at least once group discussion, the students would become a better public speaker more confident in their thoughts, and recognized as a leader by their peers.

4. Work out

Along with some lines as personal appearance, physical fitness has a huge effect on confidence. By working out, the students improve their physical appearance, energize their self, and accomplish something positive. Having the discipline to work out not only makes them feel better, but it also creates positive momentum that they can build on the rest of the day.

5. Focus on the contribution

Too often the students get caught up in their own desires. The students focus too much on themselves and not enough on the need of other people. If they stop thinking about themselves and concentrate on the contribution we are making to rest of the work, they want to worry as much about their own flaws. This would increase confidence and allow them to contribute would maximum efficiency. The more the students contribute to the world the more they would be rewarded with personal success and recognition.

2.1.2.5 Some Strategies to Improving Confidence

To avoid of lack of confidence, in the book "speaking with confidence" giving the students suggested that can develop their confidence in speaking such as:

1. Speaking at every opportunity
2. Observing capable speakers
3. Learning exercise
4. Observing and listening to outstanding speakers
5. Reading good literature
6. Using a dictionary and thesaurus/encyclopedic

Practice writing including the student's talks, there are six points to pay attention if they don't want to be shy. That is:

- a) Greeting and meeting people conversation
- b) Participating in compensation
- c) Expressing instead of refreshing your opinion
- d) Socializing more
- e) Cultivating new friendships and old ones

f) Because of more assertive (say no to disagree without being aggressive one).²⁰

2.1.3 The Concept of Meeting Club

2.1.3.1 Definition of Meeting Club

A meeting is a gathering of two or more people that has been convened for the purpose of achieving a common goal through verbal interaction, such as sharing information or reaching an agreement.²¹ A club is an association of persons some common object usually jointly supported and meeting periodically, also a group identified by some common characteristic²². Meeting club is a group of persons together in one place to improve such valuable skills as logical thinking, argumentation, and critical thinking.

Meeting means encounter or gathering. In particular, meetings can be applied to each discipline. This is not separated from the purpose of the meeting itself. That is developing good English skills and correct, especially spoken English. For example, a group of students studying mathematics education majors wants to master the language of English and use in everyday life. So each member can make a kind of appointment or schedule to meet, where on that day all activities are done by using English as a means of communication. At first, this is certainly very difficult. But if you have mastered some basic principles of conversation and supported by adequate vocabulary then the difficulty would be easily overcome.²³ The students would learn

²⁰ Vassillen and Mintz, *Speak With Confidence* (New York, Harpen Collins Institute Publishers: United State of America, 1993), p. 7.

²¹ Wikipedia, 2017 (<https://en.m.wikipedia.org/wiki/>)(assessed 16 November 2017).

²² Meriam. *Definition of Club*. 2000 (http://www.meriam_webster.com/dictionary/club.) (Accessed 19 November 2017)

²³ Kamridah Abdul Wahab, *Understanding English Meeting* (Makassar: Lembaga Penerbitan UNHAS Dan Cambridge Education Centre Makassar, 2014), p. 1.

to be a persuasive speaker that can prove his/her arguments. In meeting club that the students need to know about it namely:²⁴

1. Meeting club has discussion material may be absolutely different. They may cover various topics from literature. So, preparing for discussion students should memorize a lot of information. They become aware one of the various sources of information and learn more about the topic.
2. Meeting club is a great opportunity to improve your public speaking skills. Participating in discussing would help you to become a good speaker. It is a valuable skill for your future job. The students would learn to formulate phrases, to control their voice and to attract public attention.
3. Among the range of various extracurricular activities, students want to choose the one which would be the most interesting for them. The choice of activity depends on different factors including personal interest, abilities and, of course, the motivation nobody wants to join the activity which has no purpose and which is not interesting for a participant.

In the meeting club, there are activities performed by students that fall outside the real of classes. Such clubs may fall outside the normal curriculum of school or university education or, as in the case of subject matter, clubs may supplement the curriculum through informal meetings and professional mentoring.

2.1.3.2 The activity of meeting club

A meeting club is a place for language learners to use English in a casual setting. Practicing the student's skills in the classroom is important, but it is not like real life. In the classroom, they often focus on one skill and one item (for example

²⁴ Meeting and Convention Planners. 2009. Bureau of Labor Statistics. from (<http://www.bls.gov/oco/ocos298.htm>)(Accessed 18 Desember 2017)

grammar - future tense). After learning the rules, the teacher gives the students time to practice using the item.

In a Meeting club, the students get a chance to practice many different skills in a setting that is more like real life. Meeting club is open to everyone for English learners to improve speaking ability. Members who have a lot of enthusiasm, energy, and spirit would meet with other people in the club which would be helpful to realize that learning English is easy and practice English and to meet other members who would encourage and assist our nervousness about the English language.

Starting a Meeting Club is a great way to make new lasting friendships. It is important to have good friends because confidence would increase. The members would feel more comfortable using English around people you trust and have fun with. Each member should contribute to the club. The speaking club may even want to find a fluent English speaker who would volunteer to come to meetings.²⁵

At the first meeting, members can learn each other's names and you can talk about what kind of club people are interested in. One way to organize the club is by putting one member in charge of being the leader each week. At meeting club members discuss what types of rules and routines the club should have. For example, Meeting Club usually had an "English only" rule, People Would is allowed to drink and eat during the meeting. The meeting club members also work well when members have varying English language abilities. One member may be able to teach you something new, and another may benefit from a skill that you can share. Teaching someone else a speaking point or explaining how to use a new word is one of the best ways to review your skills.

²⁵Alauddin, "The Influence of Meeting Club In Improving Students' Speaking Ability at SMA Negeri 1 Patampanua in Academic Year 2011/2012" (Unpublished Skripsi, Parepare: STAIN Parepare, 2011), p. 9.

2.1.3.3 The Advantages and Disadvantages of Joining the Meeting Club

2.1.3.3.1 The Advantages of Joining the Meeting Club

Galanes and Adams cited in Baihaqi that the advantages of joining the meeting club,²⁶ here are:

1. The meeting club members more enjoy fellowship and Companionship,
2. The students receive moral and emotional support for theirs views;
3. Get passion to not reticence (challenged reticence);
4. Meeting club would most likely have access to much more information;
5. Get same turn to speak;
6. More pleasant and suitable than regular class (English course);
7. Get new vocabulary, knowledge and information when interlocutor speaking.

2.1.3.3.2 The Disadvantages of Joining the Meeting Club

1. When members of meeting club speak up, sometime some of members not give attention to the speaker;
2. Sometime the students not enthusiasm what materials/topic teacher given;
3. Some of students' so bore and load to speak up.

2.2 Some Previous Related Findings

Some researchers have observed and found related results referred to particularly in improving speaking by a lot of kinds of techniques.

Alauddin has found that there is a significant difference between the students' speaking ability before and after learning to speak in meeting club, based on his research under the title *The Influence of Meeting Club In Improving Students' Speaking Ability At SMA Negeri 1 Patampanua*. That the first meeting of the class

²⁶Baihaqi, "The Influence of speaking Club In Improving Students' Speaking Ability" (Unpublished Skripsi, Banda Aceh: UIN Ar-Raniry Banda Aceh, 2016), p. 15-16.

was very less. Most students were very shy to express their ability in speaking, they were only able to answer their condition in one sentence. It was different from the second meeting, students have some advance to answer their condition, they were able to answer the researcher's questions in different sentences. This is shown that meeting club that the researcher held in SMAN 1 Patampanua had an advantage to the students who were joining the meeting club.²⁷

Haswin in his research *The Effectiveness of Speaking Club To Improve Students' Speaking Ability of The First Year Of MAN 1 Parepare*, stated that the research of data analysis showed that there is significant difference between the students' speaking ability before and after learning to speak in speaking club, in which it was provided by development of mean score from 5,77 on pre-test to 7,12 on post-test, while the t-test value 9,78. The research of data analysis showed that the students of MAN 1 Parepare in academic year 2013/2014 were effective to improve speaking ability and the students interested in learning English especially is speaking.²⁸

Satriadi Baharuddin, in his research, *Encouraging Self-Confidence of Beginner Learners In EFL Classroom by Using Speaking Without Grammatical Thinking Technique at Senior High School Al-Mazaakhirah Baramuli Pinrang*, stated that there was a significant difference in improving speaking ability after doing treatment through Encouraging Students' Self-Confidence of Beginner Learner

²⁷Alauddin, "The Influence of Meeting Club in Improving Students' Speaking Ability at SMA Negeri 1 Patampanua in Academic Year 2011/2012" (Unpublished Skripsi, Parepare: STAIN Parepare, 2011), p. 45.

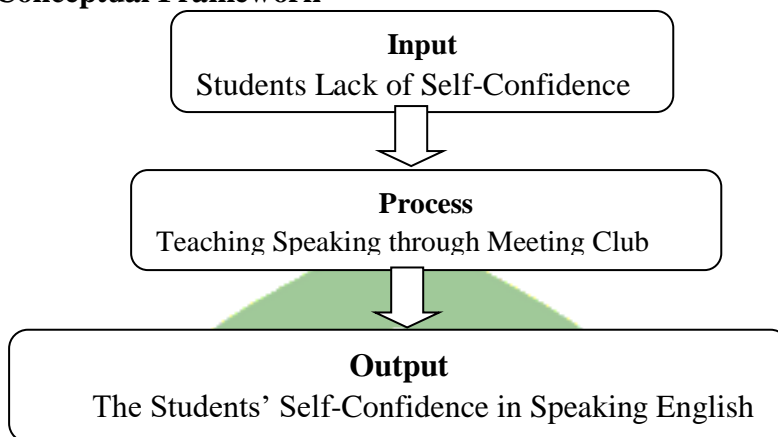
²⁸Haswin, "The Effectiveness Of Speaking Club To Improve Students' Speaking Ability of First Year of Man 1 Parepare" (Unpublished Skripsi, Parepare: STAIN Parepare, 2014), p. 53.

in Learning Speaking. That technique makes the students feel not shy and convinced, it means that most students statted strongly agree about the statement.²⁹

The resesarch from Alauddin and Haswin focus on how is English Meeting Club can improve students' speaking ability. The third research is different with both of previous reseach, the latest research finding from Satriadi Baharuddin in his research applying speaking without grammatical thinking technique to encourage learners' self-confidence. The last research above has little in common with research that researchers would do, but it still has differences in terms of the strategies implemented where this research would focus on increasing student confidence in speaking by applying the English Meeting Club as a strategy. But third of researches above as the guide for the researcher to find any ways to improve students' self-confidence in speaking class through English Meeting Club. By joining in English Meeting Club the students enjoy and relax while learning and it can become a good environment.

²⁹ Satriadi Baharuddin, "Encouraging Self-Confidence of Beginner Learners in EFL Classroom by Using Speaking Without Grammatical Thinking Technique of First Year Senior High School Students Al-Mazaakhirah Baramuli Pinrang" (Unpublished Skripsi, Parepare: STAIN Parepare, 2017), p. 50.

2.3 The Conceptual Framework



Refer to the conceptual framework above, there are three variables in it namely input, process, and output. They integrate each other in a process or calculating analysis data. Input refers to the lack of students' self-confidence in speaking class. The process refers to activity in Teaching speaking through english meeting club. Output refers to developstudents' self confidence to speak english and the students' self-confidence in classroom.

2.4 Hypothesis

Based on the previous related literature and the problem statement above, the researcher puts forward a hypothesis as follow:

Ho: There is no significant improvement of meeting club toward the students' self-confidence in speaking class at the third semester of IAIN Parepare.

Ha: There is a significant improvement of meeting club toward the students' self-confidence in speaking class at the third semester of IAIN Parepare.

2.5 Variables and Operational Definitions

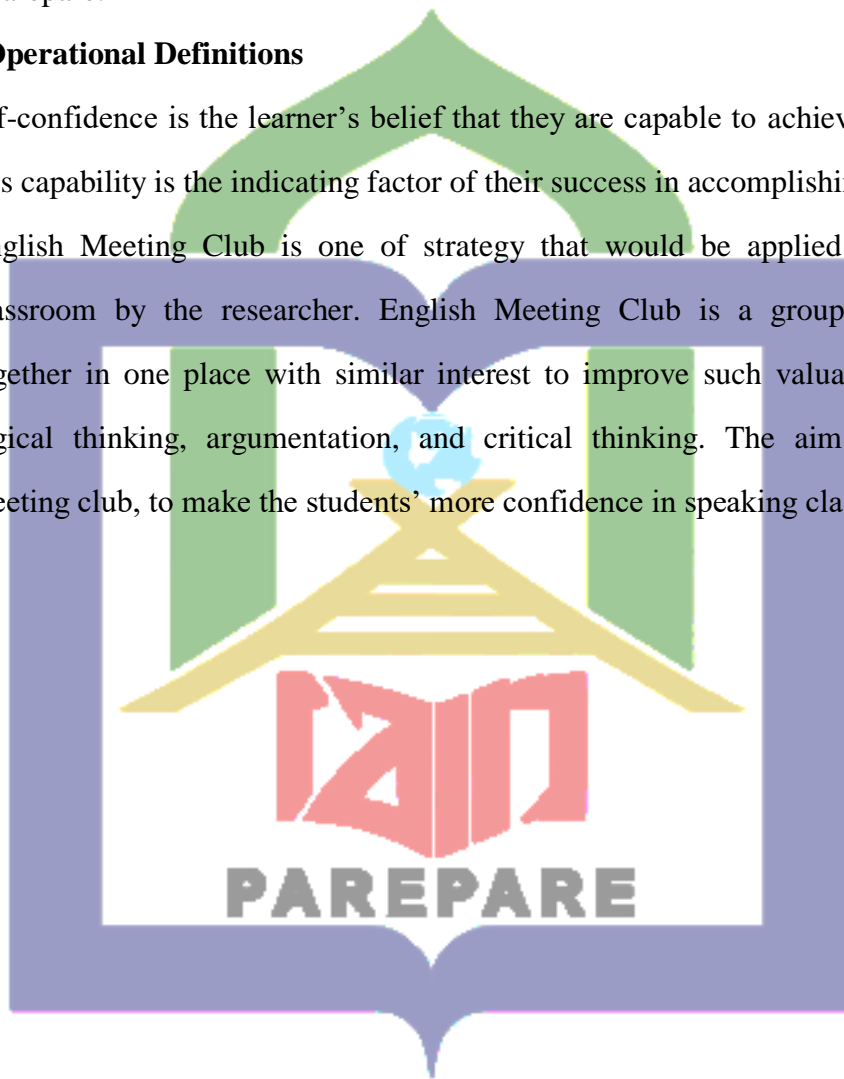
2.5.1 Variables

There are two variables involved in this research namely independent variable and dependent variable. The independent variable is a variable that influences or causes change or the occurrence of the dependent variable (bound). The dependent variable is often referred to as the output variable, criteria, consequent. In Indonesian, it is often referred to as the dependent variable. the dependent variable is

a variable that is influenced or that results from an independent variable.³⁰ The independent variable in this research is English Meeting Club. And dependent variable is The Students Self Confidence In Speaking Class At the Third Semester of IAIN Parepare.

2.5.2 Operational Definitions

1. Self-confidence is the learner's belief that they are capable to achieve the tasks, this capability is the indicating factor of their success in accomplishing the task.
2. English Meeting Club is one of strategy that would be applied outside the classroom by the researcher. English Meeting Club is a group of persons together in one place with similar interest to improve such valuable skills as logical thinking, argumentation, and critical thinking. The aim of English meeting club, to make the students' more confidence in speaking class.



³⁰Sugiyono, *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif, dan R & D* (Bandung: Alfabeta, 2009), p. 61.

CHAPTER III

RESEARCH METHODOLOGY

3.1 Research Design

This research applied pre-experimental research whether or not by using english meeting club method is able to improve students' self confidence in speaking class. The design of the research is one group pre-test and post test design, treatment is given between pre-test and post-test. This design was presented as follows:

$$E = O1 \quad X \quad O2$$

Where: Experimental class

O1: Pre-test / Questionnaire 1

X: Treatment

O2: Post-test ³¹/ Questionnaire 2

3.2 Location and Time of Research

This research was done at IAIN Parepare and focus on the third semester of English program. This research was implemented for about one month to get information, collect the data and analyzed the data.

3.3 Population and Sample

The population of this research is the third-semester students of English Program at State Islamic Institute of Parepare. The total number of the third-semester students are 171 (one hundred and seventy-one). The researcher was apply the purposive sampling is sampling with certain considerations, these considerations are based on specific interests or objectives.³² The consideration is the students who have

³¹Sugiyono, *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif, dan R&D*, (Bandung: Alfabeta, 2009), p.111.

³²Sukardi, *Metodologi Penelitian Pendidikan* (Jakarta: Bumi Aksara, 2011),p. 64

high and low self-confidence in speaking class. Consequently, the researcher selected 20 (twenty) students from different classes who have active and passive role in speaking class.

3.4 Instrument of Research

In collecting the data the researcher uses two kinds instrument namely observation and questionnaire.

3.4.1 Observation

Researcher is involved with the learning English process of the students being observes or uses research data. Researcher as moderate the students who are involved the activities of English teacher and the students at campus are observes but not all activities, only English learning process specially in the speaking. The result of observation in State Islamic Institute (IAIN) English department the Third semester, the researcher found that the students still less in speaking English ability. Most of them, they are less confidence. The researcher was apply English Meeting Club to interest and increase their speaking ability. With this technique, the data was collected by observing the teaching learning process in the classroom. The observation sheet was use to guide the researcher in observing the class. It was use to get the information about the participation of students' in learning process, the researcher believes that the more effective their discussion, the better their self-confidence and their speaking would be.

3.4.2 Questionnaire

In this research, the questionnaire as a post-test is given to find out the students' self-confidence in learning speaking toward English Meeting Club. The questionnaire uses liker scale. There are 20 statement to cover whether or not the

students are interested in learning speaking. This statement is divided in two kind of statement, there are positive statement and negative statement.

3.5 Procedure of Collecting the Data

3.5.1 Pre-test / Questionnaire 1

Pre-test is given to find out information and data about students confidence in speaking skills before treatment. In this section, the researcher would give questionnaire to the students to know the students' confidence in speaking English. The following are the procedure of pre-test:

1. The researcher gave greeting to the students.
2. The researcher explained what the students were going to do.
3. The researcher prepared and distributed the sheet of pre-test.
4. The researcher gave students 5 minutes to prepare the answer.
5. The Students were do the test and controlled by the researcher.
6. The Researcher collected the students' answers.

3.5.2 Treatment

The treatment is the activity in teaching an learning process. It was organized between pre-test and post-test. The treatments were be conducted in five meetings. Each meeting runs for 60 minutes. In this case, the researcher used modified English Meeting Club as a medium in teaching speaking to build students' self-confidence. The procedures of giving treatments as follows:

1. First Meeting

- a) The researcher opened the meeting by greeting and pray before studied.
- b) The researcher gave motivation to the students about the material.
- c) The researcher gave the material to the students. The material is Introduction.

- d) The researcher instructed the students to come in front of the class and express their introduction.

2. The Second Meeting

- a) Greeting and pray before studied.
- b) The researcher gave warm-up activities to the students.
- c) The researcher gave material, the material is “Aims In Life”.
- d) The researcher instructed the students to come in front of the class and express their introduction.

3. The Third Meeting

- a) Greeting and pray before studied.
- b) The researcher gave warm-up activities to the students.
- c) The researcher gave material, the material is Discussion.
- d) The researcher gave one topic, the topic is “Mobile telephone, banning of use in Cars or motorcycle”.
- e) The researcher gave material to the students about the topic.
- f) The researcher divided the students into two group (pro and contra).
- g) The researcher gave them the opportunity to discuss the topic.

4. The Fourth Meeting

- a) Greeting and pray before studied.
- b) The researcher gave warm-up activities to the students.
- c) The researcher gave material, the material is Discussion.
- d) The researcher gave one topic, the topic is “Do you agree or disagree with the following statement? Parents are the best teachers.”.
- e) The researcher gave material to the students about the topic.
- f) The researcher divided the students into two group (pro and contra).

- g) The researcher gave them the opportunity to discuss the topic.

5. The Fifth Meeting

- a) Greeting and pray before studied.
- b) The researcher gave warm-up activities to the students.
- c) The researcher gave material, the material is “ Holiday destination”.
- d) The researcher asked the students to choose their holiday destination based on what place they want to visit.
- e) The researcher instructed the students to come in front of the class and express their opinion about their holiday destination.

3.5.3 Post-test / Questionnaire 2

After conducting the treatment, students were given questionnaire as a post-test in the last meeting of teaching process. The researcher gave post-test to find out the improving students’ speaking skill toward English Meeting Club in improving students’ self-confidence in speaking class. The steps in post-test were similar with the steps in pre-test.

3.6 Technique of Data Analysis

The data collected through the test analyzed quantitatively in percentage to measure the students’ self- confidence in speaking class through English meeting club. This quantitative analysis employed statically calculation to test the hypothesis. Some formulas was applied in this research to process the data as follows:

1. Scoring the students’ self-confidence from view point of the five components of scale confidence.

Table 3.1 Scale Confidence³³

NO.	ASPECT	INDICATOR
1.	Confidence in self-ability	a. Confidence in self-ability b. Has the ability to build social relationships
2.	Optimistic	a. Not desperate when faced with problems b. Don't hesitate to try something new
3.	Objective	a. Look at the problem according to the facts b. Consider the impact of the decisions taken
4.	To be responsible	a. Able to carry out obligations properly b. Have a good commitment
5.	Rational and realistic	a. Accept the reality b. Having attitudes and thoughts that can be accepted by common sense.

For the data based on questioner analyzed use Likert Scale. Data on the students' attitude analyzed by using descriptive statistics. The Likert scale was used as in the following table.

Table 3.2 The classification of students' self-confidence in speaking class (Likert Scale)³⁴

POSITIVE STATEMENTS		NEGATIVE STATEMENTS	
Score	Category	Score	Category
5	Strongly Agree	1	Strongly Agree
4	Agree	2	Agree
3	Undecided	3	Undecided
2	Disagree	4	Disagree
1	Strongly Disagree	5	Strongly Disagree

³³Natalia Wulandari, "Meningkatkan Percaya Diri Siswa Melalui Penggunaan Strategi Inkuiri Terbimbing Dalam Pembelajaran IPA Kelas V SDN Gupakan II Gunung Kidul"(unpublish; Universitas Negeri Yogyakarta,2013), p. 50.

³⁴Sugiyono, *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif dan R&D* (Bandung: Alfabeta, 2009), p. 136.

By looking at the score presented in the table below, the highest score is 100 and the lowest is 20. The interval of the students' responses on the questionnaire can be seen in the following table.

Table 3.3 The Range Categories³⁵

RANGE	CATEGORY
84 – 100	Excelent
68 – 83	Very Good
52 – 67	Good
35 – 51	Fair
20 -35	Very Fair

2. Calculating the mean score of the student' by using the formula.

$$\bar{X} = \frac{\sum X}{N}$$

Where:

\bar{x} = Mean score

$\sum X$ = Total row score

N = Total Number of students.³⁶

3. Finding out the significant difference between the score of pre-test and post-test by using this formula:

³⁵ Sugiyono, *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif dan R&D* (Bandung: Alfabeta, 2009), p. 136.

³⁶ Gay L.R. *Educational Research, Competencies for Analysis and Application second edition*, p. 298.

$$t = \frac{\bar{D}}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}$$

Where:

T : the test of significant

\bar{D} : the mean of the different score (X1-X2)

$\sum D$: the sum of total different score

$\sum D^2$: the square of some score of different

N : the total number of the sample

1 : a constant number³⁷

4. Calculating the frequency and percentage of the students' interest in English Meeting Club.

Notation: P : percentage

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

F : frequency

N : total number of sample³⁸

³⁷Gay L.R. *Educational Research Competencies For Analysis And Application second edition*, p. 331.

³⁸Anas Sudijon, *Pengantar Statistik Pendidikan* (Jakarta: Raja Grafindo Persada, 2006), p. 43.

CHAPTER IV

FINDINGS AND DISCUSSION

4.1 Findings

This chapter deals with the findings of the research and the discussion of the findings. The finding of this research reveal the students' self-confidence in speaking class through english meeting club. The data of these findings were analyzed by using some formulas, and the results were classified from very poor until very good classification. To collect the data, there are two way applied by the researcher that observation and questionnaire.

The first step done was observation. It was done to collect a valid data about the environment of the class, the students activity and the teaching learning process. In order to investigate whether the English meeting club improves the students' self-confidence. The students enjoyed the speaking class. They were happy and felt confident in speaking. However, some of the students were not active and did not speak up. They just listened to other friends. They looked difficult to say anything in English. The other students spoke very slowly. It was probably caused by lack of confidence in speaking.

In the process the researcher found some trouble like students' schedule which is coincide with their final semester and because of their *Rombel (Rombongan Belajar)* are unequal each other so it needs more effort to sit all of the respondent in the same time.

Before conducting the treatment, the researcher administered of pre test to know the level of students' self confidence . After conducting the treatment, the researcher gave a questionnaire as a posttest. The analysis is shown as below:

4.1.1 The Result of Pre-test

The result of students' pre-test is classified as follows:

Table 4.1 The Frequency and Percentage Score of Pretest

No.	Category	Score	Fq	%
1.	Excelent	84-100	-	-
2.	Very Good	68-83	4	20
3.	Good	52-67	12	60
4.	Fair	36-51	4	20
5.	Very Fair	20-35	-	-
Total			20	100

Table 5 above shows that in pre-test, there are 12 students (60%) in good category. There is four students (20%) is classified very good and no one student in excelent category. There are 4 students (20%) are classified fair and no student is classified very fair category. The data in pre-test indicates that the students' self-confidence in speaking class is still law.

4.1.2 The Students' Mean Score and Standard Deviation on Pre-test

The questionnaire result of students' means score and standard deviation was shown in the table 5 below:

Table 4.2 The Mean Score and Standard Deviation of the Students' Pre-test

Test	Mean Score	Standard Deviation
Pre-test	59.85	60.43

Table 5 above shows that the mean score of the students' pretest is 59.80 and standard deviation is 60.43, it is categorized as neutral category. It means that, most of the students' self- confidence before treatment is neutral category.

4.1.3 The Result of Post-test

The result of students' post-test is classified as follows:

Table 4.3 The Frequency and Percentage Score of Post-test

No.	Category	Score	Fq	%
1.	Excelent	84-100	-	-
2.	Very Good	68-83	11	55
3.	Good	52-67	9	45
4.	Fair	36-51	-	-
5.	Very Fair	20-35	-	-
Total			20	100

Table 6 above shows that in post-test, most of students are classified in very good category. There are 11 students (55%) are classified very good, there is no students is classified excelent. And 9 students (45%) are classified good. There is no students classified fair and very fair category.

The data in post-test indicates that after giving treatment through English meeting club the students' self-confidence improved.

4.1.4 The Students' Mean Score and Standard Deviation on Post-test

The questionnaire result of students' means score and standard deviation was shown in the table 7 below:

Table 4.4 The Mean Score and Standard Deviation of the Students' Post-test

Test	Mean Score	Standard Deviation
Post-test	66.95	67.35

From the data on table 7 above, it is clear that the mean score of the students' posttest is 66.95 and standard deviation 67.35 which is categorized as positive category. It means that the mean score increase about 7.1 points .

In other words, the result of post-test of students is better than the result of pre-test. The data indicates that after getting treatment through English meeting club was increase.

4.1.5 The T-test Value of Students

To know the significant difference between the result of students' score of pre-test and post-test, the researcher used t-test (test of significant). The result is showed on table 8 below.

Table 4.5 The Result of T-test and T-table Value

Level of significance	T-test value	T- table value
0.05	3.21	2.093

After calculating the students' score, the researcher found that the t-test is greater (3.21) than the t-table value (2.093) for 0.05 level of significance, degree of freedom (df) = 19, so (3.21 > 2.093). This means that there was significant difference of the students' self-confidence before and after learning speaking through English meeting club. In other words, the alternative hypothesis (H_a) was accepted and the null hypothesis (H_0) was rejected.

4.2 Discussion

The description of data through test, explained in the previous section shows that the students' self-confidence has improved. Students' score after treatment was higher than before given treatment. In the pre-test, none of students got strongly positive, 4 students (20%) got positive category, 12 students (60%) got neutral

category, and 4 students (20%) got negative category. While in post-test, the students score is, 11 students (55%) occupied the positive category, 9 students (45%) occupied neutral category, and none of students in negative categories any more. It means that, the students' self-confidence in pre-test were very low. From the result, the researcher concluded that the students' self-confidence from poor or low up to fair and positive category.

In addition, the mean score of post-test (66.95) was greater than pre-test (59.85). Even, for the level significant (p) 0.05% and $df = 19$, and the value of table is 2.093 while the value of t-test is 3.21 it means that, the t-test value is greater than t-table ($3.21 \geq 2.093$). Thus, it can be concluded that the students' self-confidence is significant better after getting treatment. So, the null hypothesis (H_0) is refused and the alternative hypothesis (H_1) is accepted.

The students' self-confidence influences the speaking achievement. The low self-confidence of the students affected to the result of speaking achievement. To show that the students succeed in their speaking, the students needed to improve their self-confidence. The researcher decided to use English meeting club as strategy to make students would be self-confident in their speaking class.

In the preface study that the researcher did in English program focus on the third semester of State Islamic Institute (IAIN) Parepare, it was found through the observation that the lectures' method in teaching speaking was mainly using discussion method. Most of students be of the opinion that the method slightly bored. The students said " we just wait for our group turn to presentation", but also not a little said that the method was interested. The researcher concluded that one of the main factor which made the students lack of self-confidence in speaking class caused by the strategy or media used in class is monotonous. Students who lack in self-

confidence sometimes can not say anything or just silent during the discussion process. Considering the importance of self-confidence, there should be a technique that can promote the students' self-confidence in speaking class.

Through English meeting club could be used to improve the students' self-confidence since English meeting club as a enhanced tool in speaking learning for the students. By using the English meeting club as media, students learned proper the meaning and self-confidence. Furthermore, the students were more active in learning process, they could freely express and share their ideas and opinion either with their pairs or with their friends in the classroom. Besides, they could work together with their friends to solve the problem. The students who had the background knowledge tried to explain their friends about the topic. Since, the students could deliver the information toward listeners enjoyably and not hesitate to ask for help to their friends. It also built the students initiative and critical thinking to learn and students confidence to speak up.

Furthermore, there is a research findings proposed by other researcher that supported this result of interview. According to Kamlinda in her research finding, she found that the speaking club improves the students' self-confidence because speaking club encourages and motivates them to practice speaking. The results of her research shown that they were more interested in practicing English speaking in the speaking club.

Moreover, based on the researchers' observation, it was found that the students enthusiasm in speaking club helped them to absorb the learning materials that affected their speaking improvement. However, there were some problems faced by the students in speaking, for instance, some of them lack of vocabulary and confident. It is relevan with the Heilmans' statement, that enthusiasm in language

study, especially in speaking, is related closely to success, moreover they said active class participation is important in all the language skills, but especially in speaking. In addition, the important point is that the students feel free to participate and to speak the language, any measure of skill is impossible without practice. Therefore, the students need a lot of opportunities to practice the language. Regarding to research findings, the researcher concluded that English meeting club had improved their self-confidence. It was also supported by the result of post-test in table 7, which shows that English meeting club was important in increasing their self-confidence.

The Ways of the Implementation of English Meeting Club to Improve Students' Self-Confidence in Speaking Class. Before given treatment, students face some problem in speaking class, there are: They were afraid to speak English because they did not want to make any mistakes and the students had lack of motivation and awareness in learning English.

When the researcher did the first meeting of treatment, the students were passive and shy during speaking activity, they were not enthusiastic to practice the conversation even in their seats. When the lecturer asked them to practice the conversation in front of class, no students want to come forward until the lecturer forced them to come forward based on position of their seats. Although they come forward to introduce themselves with English but their voice not loud and they stand in the middle of front of class but, they just stood beside the teachers' seat. It showed that, the students were shy, afraid to speak aloud and not confidence to speak English in front of their friends.

During the first and the second meeting of treatment, researcher suggested to the students if they faced difficulty such as difficulty in meaning or how to pronounce

they should try to look up in the dictionary and try to pronounce until two or three times and also to be self-confidence while speak, they should pay attention to the audience or their partner (use eye contact), stand up straight (posture talk well), use shrill sounding speech pattern when they begin to speak(voice audibility), comprehensible, and not to be afraid to make mistakes. At the end of the lesson, researcher asked to the students practiced conversation with their pairs and observed them.

After the second meeting, there were several improvement, and in this meeting the researcher reviewed the last meeting. In the third meeting, most of students had higher attention and enthusiastic to practice the conversation with their pairs before come forward. It can be seen from class situation during the teaching learning process. In this meeting there were 18 students who attended the English meeting club. The material of this meeting is debate with theme “Banning of use mobile phone in cars and motorcycle” this theme applied in the third meeting. At the fourth meeting the theme that researcher applied is “Do you agree or disagree with the following statement? Parents are the best teacher”.

During the third and the fourth meeting the researcher divided the students into two groups, there are pro and contra group. Before the meeting began, the researcher explained what the students had to do in debate (pro-contra) section, the researcher would read the *motion* and then gave them chance to prepared their argument based on their group. That step would replay at the fourth meeting. In the 10 minutes left, the researcher would appoint one student who is considered less participated in large discussion to expressed his/her opinion. And continued with the games that researcher hope would make the students feel enjoy and release the situation after debating.

In the fifth or last meeting, the researcher gave them one topic, that is “Holiday Destination”. After the students express their opinions, the researcher continue to gave them a questionnaire as a post-test. In this section, the researcher see the most of students more confident than first meeting. During the first until the fifth meeting of treatment, researcher kept suggesting to the students if they faced difficulty they should try to solve in their own way and reviewing some aspects to be confidences and not to be afraid to make mistakes.

After the researcher has finished treatment, the students would gave a questionnaire sheet. A questionnaire obtained some information about their perceptions during joining English meeting club in improving students’ self-confidence in speaking class and to identify the students’ responses while teaching learning process during research. The researcher gave them twenty declaration by likert scale, that contain negative and positive declarations to be answered . The questionnaire can be seen in appendix.

Based on the questionnaire, many of students told to the researcher that students were very happy, enjoyed and more self-confidence with existence of English meeting club, by English meeting club they have more opportunity to practice in front of the audience and learn some components of speaking, they hoped that the activities of English meeting club need to be held continuously in their class because in English meeting club they felt happy, enjoyed during practicing the conversation in English and more focus in speaking English and got motivation and encouragement to speak English.

During the action, the researcher always encouraged them not to be afraid making mistakes of structures, pronunciation. The researcher also encouraged them to be brave, confident and not to be shy using their visual contact, posture talk and to

speak aloud. By using these English meeting club, the students were expected to have strong desire to practice the conversation and express their idea in front of the class or students.

The purpose of conducting the English meeting club were to establish more opportunities to speak in daily and natural context with comfortable environment and to indirectly prepare the students to be ready to compete in speaking class with confident. These purpose were supported by the implementation of conversation and imitated game as classroom activities conducted in the English conversation club. Although the difficulties came up during the action, based on the observation the researcher concluded that most of students were more self-confident while practicing the conversation and express their opinion. It could be seen from the observation that students had strong desire to come forward for practicing the conversation. While they were in conversation, they used their visual contact and posture talk . They also spoke aloud and their speaking was comprehensible although they made mistakes in pronunciation and structures.

Self confidence was important in learning speaking. Without self-confidence students would not be able to practice the conversation well. It would affect to the teaching learning process and the students' speaking achievement. The condition of students' self-confidence is very different before and after the action. It was signed that there was an enormous improvement of students' self-confidence rate after implementing English meeting club. Moreover, it can be identified from the observation stage that most of students had positive attitudes during practicing the meeting club such as speaking aloud, building their critical thinking and being brave to tell their deas they have in their main and encouraging them to communicate with others actively.

In conclusion, the role of English meeting club to improve students' self-confidence in speaking class is important and it very needed by the students especially the third semester of English program at State Islamic Institut (IAIN) Parepare. This strategy has a positive influence in improving students' self-confidence in speaking class. And the students' self- confidence affects to the students' speaking achievement.



CHAPTER V

CONCLUSION AND SUGGESTION

5.1 Conclusion

The research of data analysis showed that there is significant difference between the students' self-confidence before and after learning speaking in English meeting club, in which it was provide by development of mean score from 59.85 on pre-test to 66.95 on pots-test. It means that the students speaking skill has improves through English meeting club model based on the score of pre-test and post-test. Even thought, some students' score still remained the same but most of students' speaking skill score in post test were better than their score in pre-test.

English meeting club improves the students' self-confidence in speaking class after they joined the meeting club. Discussion group is one of an effective activity of meeting club. It helped the students to present or share their own ideas among them interactively.

5.2 Suggestion

In relation to the English subject discussed in this research and in order to improve the students' self-confidence, the researcher deals with some suggestions as follows:

1. The lecturers should create english meeting club in teaching speaking in order to help the students in improving their self-confidence.
2. The lecturers of speaking subject should give the students an interesting topic in speaking activity learning. So that, they would be more interesting in speaking and communicating in English.
3. The lecturers should use various techniques or activity in speaking activity, because each student has a different level of understanding and learning style.

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Appendix 1. Lesson Plan

LESSON PLAN TWO	
I. Subject	Speaking
II. University	IAIN Parepare
III. Semester/ Program	The 3 rd semester/PBI
IV. Topic	“Aims in life”
V. Time	60 minutes
VI. Description	This part is prepares the students to be able to talk about the aims in life with good performance and be confident. And also this part as the treatment to treat the students how to make a good presentation.
VII. Objectives	After completing, the students are able : <ul style="list-style-type: none"> - To make a good presentation. - Be confidence in every presentation. - To master in presenting
VIII. Material and equipments	Handout
IX. Procedure/ Activities	<ol style="list-style-type: none"> 1. The researcher said greetings and pray before studying. 2. The researcher introduce the topic which is going to focus, that is “ Aims in Life” 6. The researcher give them opportunity to write down their aims in life. 7. The students present their own Aims in Life.
X. Practice	In this process, the students present the material in front of the class for some minutes. The students present their aims in life (job, travel, life style, love that has effort to make it come true). The other students may give question to the presenter related to his/her material.
XI. Evaluate	The researcher evaluate the meeting by correcting the error while presentation process. The researcher focus on the students’ language usage, and body gestures.

LESSON PLAN THREE	
I. Subject	Speaking
II. University	IAIN Parepare
III. Semester/ Program	The 3 rd semester/PBI
IV. Topic	“Mobile telephone, banning of use in car or motorcycle”
V. Time	60 minutes
VI. Description	This part is prepare the students to be able to give their opinion relevan to the topic with good self-confidence.
VII. Objectives	After completing, the students are able : <ul style="list-style-type: none"> - To express their personal opinion - To make a good presentation. - Be confidence in every presentation
VIII. Material and equipments	Handout
IX. Procedure/ Activities	<ol style="list-style-type: none"> 1. The researcher said greetings and pray before studying. 2. The researcher give warm-up activities to the students. 3. The researcher give material, the material is “ Mobile telephone, banning of use in cars and motorcycle”. 4. The researcher give material to the students. 5. The researcher divided the students into two group (pro-contra) 6. The researcher give them opportunity to discuss the topic.
X. Practice	In this process the students, express their opinion about the topic based on their group (pro or contra) and then, one of all students represent the material in front of the class for some minutes. The other

	students may give question to the presenter related to his/her material.
XI. Evaluate	The researcher evaluate the meeting by correcting the error while presentation process. The researcher focus on the students' language usage, and body gestures



LESSON PLAN FOUR	
I. Subject	Speaking
II. University	IAIN Parepare
III. Semester/ Program	The 3 rd semester/PBI
IV. Topic	“Parents are the best teacher”
V. Time	60 minutes
VI. Description	This part is prepare the students to be able to give their opinion relevan to the topic with good self-confidence.
VII. Objectives	After completing, the students are able : <ul style="list-style-type: none"> - To express their personal opinion - To make a good presentation. - Be confidence in every presentation
VIII. Material and equipments	Handout
IX. Procedure/ Activities	<ol style="list-style-type: none"> 1. The researcher said greetings and pray before studying. 2. The researcher give warm-up activities to the students. 3. The researcher give material, the material is “ Do you agree or disagree with the statement? Parents are the best teacher”. 4. The researcher give material to the students. 5. The researcher divided the students into four group, (small class) 6. The researcher give them opportunity to discuss the topic and express their opinion based on their opinion (pro-contra) 7. The researcher give them opportunity to discuss about the topic.

X. Practice	In this process the students, express their opinion about the topic based on their group (pro or contra) and then, one of all students represent the material in front of the class for some minutes. The other students may give question to the presenter related to his/her material.
XI. Evaluate	The researcher evaluate the meeting by correcting the error while presentation process. The researcher focus on the students' language usage, and body gestures



LESSON PLAN FIVE	
I. Subject	Speaking
II. University	IAIN Parepare
III. Semester/ Program	The 3 rd semester/PBI
IV. Topic	“Holiday Destination”
V. Time	60 minutes
VI. Description	This part is prepares the students to be able to talk about the holiday destination with good performance and be confident.
VII. Objectives	After completing, the students are able : <ul style="list-style-type: none"> - To make a good presentation. - Be confidence in every presentation
VIII. Material and equipments	Handout
IX. Procedure/ Activities	<ol style="list-style-type: none"> 1. The researcher said greetings and pray before studying. 2. The researcher give warm-up activities to the students. 3. The researcher introduce the topic which is going to focus that is “Holiday Destination” 4. The students present their own Holiday Destination.
X. Practice	In this process, the students present the material in front of the class for some minutes. The students present the kind of holiday destination they will have. The students may choose their holiday destination based on what place they want to visit.
XI. Evaluate	The researcher evaluate the meeting by correcting the error while presentation process. The researcher focus on the students’ language usage, and body gestures.

Appendix 2. Questionnaire of Pre-test and Post-test

	<p style="text-align: center;">KEMENTRIAN AGAMA REPUBLIK INDONESIA INSTITUTE AGAMA ISLAM NEGERI (IAIN) PAREPARE JURUSAN TARBIYAH Jl. Amal Bakti NO. 8 Soreang 911331 Telepon (0421)21307, PakIsmail(0421)2404</p> <hr/> <p style="text-align: center;">VALIDASI INSTRUMEN PENELITIAN PENULISAN SKRIPSI</p>
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NAMA MAHASISWA : TRI WULANDARI
 NIM/ PRODI : 13.1300.007/PBI
 FAKULTAS : TARBIYAH
 JUDUL : IMPROVING STUDENTS' SELF-CONFIDENCE IN
 SPEAKING CLASS THROUGH ENGLISH
 MEETING CLUB AT THE THIRD SEMESTER OF
 IAIN PAREPARE.

Instrumen penelitian

Dalam penelitian ini, peneliti akan menggunakan *pre-experimental* dengan memberikan pre-test, dan *questionnaire* sebagai post-test dengan instruksi pada instrumen sebagai berikut:

Pre-Test

I. Keterangan Angket

1. Angket ini tidak dimaksudkan untuk menguji atau menilai anda, melainkan untuk mendapatkan gambaran yang jelas tentang minat dalam mempelajari bahasa inggris, khususnya speaking melalui “ English Meeting Club”.
2. Dengan mengisi angket ini, berarti anda telah ikut serta membantu saya dalam penyelesaian studi.

II. Petunjuk

1. Sebelum anda menjawab daftar pernyataan yang telah di siapkan, terlebih dahulu isi daftar identitas yang telah disediakan.
2. Berilah tanda cek (√) pada pernyataan-pernyataan yang sesuai dengan pendapat anda dengan sejujur-jujurnya tanpa paksaan dan pengaruh dari pihak lain. Dan sebelumnya tak lupa kami ucapkan terima kasih.

Dengan memperhatikan ke lima alternative jawaban dibawah ini:

- | | |
|-----------------------|------------------------------|
| a. Sangat Setuju (SS) | d. Tidak Setuju (TS) |
| b. Setuju (S) | e. Sangat Tidak Setuju (STS) |
| c. Ragu-ragu (R) | |

III. Identitas Responden

1. Nama/Nim :
2. Jenis Kelamin :

:

DAFTAR PERNYATAAN

NO	PERNYATAAN-PERNYATAAN	SS	S	RR	TS	STS
1.	Saya merasa percaya diri berbicara Bahasa Inggris didalam kelas.					
2.	Saya merasa rileks dan tidak tegang ketika Berbahasa Inggris.					
3.	Saya merasa malu berdialog menggunakan bahasa inggris didalam kelas.					
4.	Saya merasa iri dengan kelebihan-kelebihan yang dimiliki oleh teman-teman saya.					
5.	Saya merasa percaya diri dapat mengatasi kesulitan dalam Berbahasa Inggris.					
6.	Saya merasa yakin mengungkapkan pendapat saya menggunakan Bahasa Inggris.					
7.	Saya merasa putus asa dan takut ketika tidak mampu mengungkapkan gagasan saya dalam Bahasa Inggris					
8.	Saya merasa ragu dan takut salah ketika menemukan kalimat Bahasa Inggris yang sulit saya pahami.					
9.	Saya berani berbicara sesuai apa yang saya ketahui.					
10.	Saya percaya diri dan berbicara sesuai dengan topik					
11.	Saya terkadang tidak berani mengungkapkan apa yang saya ketahui.					
12.	Terkadang saya berbicara diluar topik pembicaraan					
13.	Saya mudah memahami bahasa inggris sehingga saya dapat berbicara dengan baik.					
14.	Saya berani mempertanggung jawabkan apa yang saya katakan.					
15.	Saya kesulitan memahami Bahasa Inggris sehingga saya tidak bisa berbicara dengan baik.					
16.	Saya ragu-ragu ketika saya ditunjuk untuk menjawab pertanyaan.					

17.	Saya yakin mampu menghadapi masalah dengan kemampuan Bahasa Inggris yang saya miliki.					
18.	Saya merasa tenang didepan teman-teman untuk berpendapat dalam situasi apapun					
19.	Saya merasa gelisah ketika diminta mengeluarkan pendapat dalam Bahasa Inggris.					
20.	Saya merasa bahwa teman-teman selalu mencibir saya ketika mengeluarkan pendapat					



Post-Test

I. Keterangan Angket

1. Angket ini tidak dimaksudkan untuk menguji atau menilai anda, melainkan untuk mendapatkan gambaran yang jelas tentang minat dalam mempelajari bahasa inggris, khususnya speaking melalui “English Meeting Club”.
2. Dengan mengisi angket ini, berarti anda telah ikut serta membantu saya dalam penyelesaian studi.

II. Petunjuk

1. Sebelum anda menjawab daftar pernyataan yang telah di siapkan, terlebih dahulu isi daftar identitas yang telah disediakan.
2. Berilah tanda cek (√) pada pernyataan-pernyataan yang sesuai dengan pendapat anda dengan sejujur-jujurnya tanpa paksaan dan pengaruh dari pihak lain. Dan sebelumnya tak lupa kami ucapkan terima kasih.

Dengan memperhatikan ke lima alternative jawaban dibawah ini:

- | | |
|-----------------------|------------------------------|
| d. Sangat Setuju (SS) | d. Tidak Setuju (TS) |
| e. Setuju (S) | e. Sangat Tidak Setuju (STS) |
| f. Ragu-ragu (R) | |

III. Identitas Responden

1. Nama/Nim :
2. Jenis Kelamin :

DAFTAR PENYATAAN

NO	PERNYATAAN-PERNYATAAN	SS	S	RR	TS	STS
1.	Saya merasa percaya diri berbicara Bahasa Inggris didalam klub pertemuan Bahasa Inggris.					
2.	Saya merasa rileks dan tidak tegang ketika Berbahasa Inggris.					
3.	Saya merasa malu berdialog menggunakan bahasa inggris didalam klub pertemuan Bahasa Inggris.					

4.	Saya merasa iri dengan kelebihan-kelebihan yang dimiliki oleh teman-teman saya.					
5.	Saya merasa percaya diri dapat mengatasi kesulitan dalam Berbahasa Inggris.					
6.	Saya merasa yakin mengungkapkan pendapat saya menggunakan Bahasa Inggris.					
7.	Saya merasa putus asa dan takut ketika tidak mampu mengungkapkan gagasan saya dalam Bahasa Inggris di klub pertemuan Bahasa Inggris					
8.	Saya merasa ragu dan takut salah ketika menemukan kalimat Bahasa Inggris yang sulit saya pahami.					
9.	Saya berani berbicara sesuai apa yang saya ketahui.					
10.	Saya percaya diri dan berbicara sesuai dengan topik yang disediakan dalam klub pertemuan Bahasa Inggris.					
11.	Saya terkadang tidak berani mengungkapkan apa yang saya ketahui.					
12.	Terkadang saya berbicara diluar topik pembicaraan didalam klub pertemuan Bahasa Inggris.					
13.	Saya mudah memahami bahasa inggris sehingga saya dapat berbicara dengan baik.					
14.	Saya berani mempertanggung jawabkan apa yang saya katakan.					
15.	Saya kesulitan memahami Bahasa Inggris sehingga saya tidak bisa berbicara dengan baik.					
16.	Saya ragu-ragu ketika saya ditunjuk untuk menjawab pertanyaan.					
17.	Saya yakin mampu menghadapi masalah dengan kemampuan Bahasa Inggris yang saya miliki.					
18.	Saya merasa tenang didepan teman-teman untuk berpendapat dalam situasi apapun di klub pertemuan Bahasa Inggris					
19.	Saya merasa gelisah ketika diminta mengeluarkan pendapat dalam Bahasa					

	Inggris.					
20.	Saya merasa bahwa teman-teman selalu mencibir saya ketika mengeluarkan pendapat di klub pertemuan Bahasa Inggris.					



Appendix 3. The Result of Pre-test

The result of students' pre-test was tabulated as follows:

Table 4.1 The Students' Score of Pre-test

No	NAME	QUESTIONNAIRE ITEMS																			TOTAL	CATEGORY	
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19			20
1	ANSR	2	2	2	4	2	3	2	2	3	3	3	2	2	2	3	2	2	2	3	4	50	Negative
2	FH	3	3	4	2	4	2	2	2	5	5	3	3	2	5	2	2	2	3	2	3	59	Netral
3	LS	4	3	3	4	3	4	4	3	3	4	3	4	2	3	3	3	4	3	3	4	67	Netral
4	MRA	3	4	4	4	4	4	4	4	4	4	2	2	4	4	2	2	4	4	2	4	69	Positive
5	NVA	4	3	4	5	2	3	4	2	5	5	4	4	5	1	3	5	3	5	2	5	74	Positive
6	NAH	2	2	2	4	2	3	2	2	3	2	3	2	2	2	3	3	2	2	4	3	50	Negative
7	MFM	4	3	4	4	4	3	3	3	4	3	3	2	3	4	4	3	3	4	3	4	68	Positive
8	IR	4	4	4	2	4	4	4	2	4	3	4	2	4	2	2	2	2	2	2	2	59	Netral
9	NAL	3	3	4	1	2	2	1	1	2	4	2	2	3	5	2	3	2	4	1	1	48	Negative
10	NFH	2	2	1	1	3	3	2	2	4	3	3	2	3	3	2	2	5	2	4	3	52	Netral
11	NAZ	4	3	3	2	2	3	2	2	5	3	3	4	3	3	4	3	3	3	2	4	61	Netral
12	MNA	2	2	2	4	2	3	3	3	3	3	3	4	2	3	3	3	4	3	3	4	59	Netral
13	SHW	3	2	3	2	4	3	3	3	4	3	2	2	3	3	2	2	3	3	3	4	57	Netral
14	WMA	3	3	3	4	3	3	4	3	3	4	2	3	3	4	3	3	4	3	2	4	64	Netral
15	SYF	4	3	3	4	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	62	Netral
16	ISW	3	2	2	4	3	3	1	1	4	3	1	1	2	3	2	2	3	3	2	2	47	Negative
17	NAS	4	4	4	1	4	4	3	3	5	5	3	3	4	5	3	3	4	4	4	5	75	Positive
18	MIJ	3	4	4	3	2	4	3	3	4	1	3	4	4	2	4	5	3	4	3	4	67	Netral
19	SC	2	1	3	3	3	3	2	2	4	3	1	3	1	5	2	3	3	3	2	3	52	Netral
20	INI	3	2	2	2	4	3	4	2	4	4	1	3	3	4	3	2	4	2	2	3	57	Netral
		Sum																			1197		

So the result of the students pre-test based of tabulation above is, four students occupied negative categories, twelve students occupied neutral categories, and four occupied positive categories.

1. Mean Score of the Pre-test

$$\bar{X} = \frac{\sum X}{N}$$

$$\bar{X} = \frac{1197}{20}$$

$$\bar{X} = 59.85$$

2. Standard Deviation of the Pre-test

$$SD = \sqrt{\frac{X^2 - \frac{(\sum X)^2}{N}}{N - 1}}$$

$$SD = \sqrt{\frac{72987 - \frac{(1197)^2}{20}}{20 - 1}}$$

$$SD = \sqrt{\frac{72987 - (59.85)^2}{19}}$$

$$SD = \sqrt{\frac{72987 - 3582.02}{19}}$$

$$SD = \sqrt{\frac{69404.98}{19}}$$

$$SD = \sqrt{3652.89}$$

$$SD = 60.43$$

So the result of standart deviation of the students score of pre-test was 60.43

Appendix 4. The Result of Post-test

The result of students' post-test was tabulated as follows:

Table 4.3 The Students' Score of Post-test

No	NAME	QUESTIONNAIRE ITEMS																			TOTAL	CATEGORY	
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19			20
1	ANSR	3	2	4	4	4	4	4	2	4	4	3	2	4	4	2	3	4	4	4	4	69	Positive
2	FH	4	4	2	4	4	4	4	3	4	4	2	3	4	4	3	3	4	4	3	3	70	Positive
3	LS	4	3	3	2	4	3	2	3	3	3	2	2	3	3	4	3	2	3	2	3	57	Neutral
4	MRA	5	4	4	2	4	4	4	4	4	3	4	4	4	4	4	2	4	3	4	4	75	Positive
5	NVA	5	3	4	4	4	3	2	3	4	3	2	4	3	4	3	3	3	4	4	4	69	Positive
6	NAH	4	3	3	2	4	3	4	3	4	3	3	4	3	4	3	3	3	2	3	3	64	Neutral
7	MFM	5	4	3	4	5	3	3	4	3	5	2	3	3	3	4	3	3	3	5	4	72	Positive
8	IR	3	2	2	4	3	4	4	2	5	3	1	2	4	4	3	2	4	3	2	4	61	Neutral
9	NAL	4	4	2	3	3	4	4	2	4	4	2	3	4	5	4	2	4	4	4	3	69	Positive
10	NFH	4	4	4	3	5	4	5	4	5	4	3	3	3	3	4	2	4	3	4	4	75	Positive
11	NAZ	4	3	4	1	3	3	3	4	4	3	4	2	3	3	4	3	3	4	3	4	65	Neutral
12	MNA	3	3	3	3	3	3	4	2	4	4	3	4	3	3	3	3	4	3	3	4	65	Neutral
13	SHW	4	4	4	2	4	4	4	4	5	4	5	4	4	4	4	4	4	4	5	5	82	Positive
14	WMA	2	3	2	5	1	3	3	3	5	5	2	3	3	4	3	3	5	5	5	3	68	Positive
15	SYF	3	4	4	4	4	4	4	4	4	4	4	4	4	2	4	4	4	4	4	2	75	Positive
16	ISW	3	3	2	3	3	3	2	2	5	3	2	2	2	4	1	2	4	2	2	3	53	Neutral
17	NAS	4	4	3	1	4	3	4	4	5	4	3	3	3	4	3	3	3	4	3	5	70	Positive
18	MIJ	3	3	3	3	3	3	4	3	3	3	3	3	4	3	3	4	3	3	4	4	65	Neutral
19	SC	3	3	3	4	3	3	2	2	4	4	2	3	3	4	3	3	3	3	3	4	62	Neutral
20	INI	2	3	3	2	3	2	2	2	3	3	2	3	2	4	3	3	2	3	3	3	53	Neutral
		SUM																			1339		

So the result of the students post-test based of tabulation above is, every single students have to improve their score then the score of pre-test, which is nine students occupied netral categories, eleven students occupied positive categories, and there is no students in negative categories.

1. Mean Score of the Post-test

$$\text{Clearly, } \sum x = 1339$$

$$N = 20$$

$$\bar{X} = \frac{\sum X}{N}$$

$$\bar{X} = \frac{1339}{20}$$

$$\bar{X} = 66.95$$

2. Standard Deviation of the Post-test

$$SD = \sqrt{\frac{\sum X^2 - \frac{(\sum X)^2}{N}}{N - 1}}$$

$$SD = \sqrt{\frac{90691 - \frac{(1339)^2}{20}}{20 - 1}}$$

$$SD = \sqrt{\frac{90691 - (66.95)}{19}}$$

$$SD = \sqrt{\frac{90691 - 4482.30}{19}}$$

$$SD = \sqrt{\frac{86208.7}{19}}$$

$$SD = \sqrt{4537.3} \quad SD = 67.35$$

So the result of standart deviation of the students score of post-test was 67.35

Appendix 5. The T-Test Value of Students

To know the significant difference between the result of students' score of pre-test and post-test, the researcher used t-test (test of significant). The result is showed on table 4.5 below.

Table 4.5 The Worksheet of the Calculation Pre-Test and Post-Test on the Students' Self-Confidence

No.	X1	X2	X1 ²	X2 ²	D(X2-X1)	D(X2-X1) ²
1	50	69	2500	4761	19	361
2	59	70	3481	4900	11	121
3	67	57	4489	3249	-10	100
4	69	75	4761	5625	6	36
5	74	69	5476	4761	-5	25
6	50	64	2500	4096	14	196
7	68	72	4624	5184	4	16
8	59	61	3481	3721	2	4
9	48	69	2304	4761	21	441
10	52	75	2704	5625	23	529
11	61	65	3721	4225	4	16
12	59	65	3481	4225	6	36
13	57	82	3249	6724	25	625
14	64	68	4096	4624	4	16
15	62	75	3844	5625	13	169
16	47	53	2209	2809	6	36
17	75	70	5625	4900	-5	25
18	67	65	4489	4225	-2	4
19	52	62	2704	3844	10	100
20	57	53	3249	2809	-4	16
Σ	1197	1339	72987	90693	142	2872

1. The Calculation of the T-test value

$$T\text{-test} = \frac{D}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}$$

Clearly,: T = test of significance

D = The total score different (pre-test and post-test)

$\sum D^2$ = The sum of deviation quadrate

$\sum D$ = The sum of deviation score

N = Total number of students

$$T\text{-test} = \frac{D}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}$$

$$T\text{-test} = \frac{7.1}{\sqrt{\frac{2872 - \frac{(142)^2}{20}}{20(20-1)}}$$

$$T\text{-test} = \frac{7.1}{\sqrt{\frac{2872 - \frac{20164}{20}}{20(19)}}$$

$$T\text{-test} = \frac{7.1}{\sqrt{\frac{1863.8}{380}}}$$

$$T\text{-test} = \frac{7.1}{\sqrt{4.90}}$$

$$T\text{-test} = \frac{7.1}{2.21} \quad T\text{-test} = 3.21$$

$$T\text{-test} = \frac{7.1}{\sqrt{\frac{2872 - 1008.2}{380}}}$$

To find out (df) dependent sample,

$$Df = N-1$$

$$= 20-1$$

$$Df = 19, \alpha = 0.05 = 2.093 \text{ (t-table)}$$

CURRICULUM VITAE



Tri wulandari was born in Bilajeng, on 01st September 1995. She is the thirdchild from the couple, Sakka and Rahmatiah. She began her elementary study at SDN 184 Bilajeng. She continued studying at SMPN 1 Batulappa and graduated on 2009, and she continued her study in SMAN 1 Patampanua (SMAN 5 Pinrang) and graduated on 2013. In the same year she continued her study at State Islamic College (STAIN) Parepare but now it was changed become State Islamic Institute (IAIN) Parepare. The researcher was active in 1 intra-campus organizations namely Lintasan Imajinasi Bahasa Mahasiswa (LIBAM) since 2013, she also registered as the member of PMII.

