Investigating Efl Teachers' Strategies In Improving Students' Self-Confidence On Speaking Performance Amid Covid-19 Pandemic

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Article Info	Abstrak
	Penelitian ini membahas strategi guru EFL dalam meningkatkan kepercayaan diri siswa dalam penampilan berbicara di tengah pandemi Covid-19 MA NW Pringgasela. Hal ini bertujuan untuk mengetahui strategi yang digunakan oleh guru dalam meningkatkan kepercayaan diri siswa pada penampilan berbicara. Peneliti menggunakan observasi dan pertanyaan wawancara untuk mendapatkan beberapa data. Pada sesi terakhir, dibahas bahwa ada dampak yang berbeda berdasarkan strategi guru terhadap kepercayaan diri siswa dalam penampilan berbicara. Peneliti menemukan beberapa hal yang mempengaruhi kepercayaan diri siswa dalam menggunakan strategi yang digunakan oleh guru, *yaitu* bermain peran, diskusi, dan deskripsi gambar. Selanjutnya, peneliti menyimpulkan bahwa strategi tersebut akan berdampak positif terhadap peningkatan kepercayaan diri siswa, ketika strategi membuat siswa bekerja secara kolektif untuk menyelesaikan tugasnya. Di sisi lain, strategi tersebut akan berdampak negatif terhadap peningkatan kepercayaan diri siswa, ketika strategi tersebut membuat siswa bekerja secara individual dalam menyelesaikan tugasnya

Article Info	Abstract
	This research in investigating EFL teachers' strategies in improving students' self-confidence in speaking performance amid Covid-19 pandemic of MA NW Pringgasela. It is aimed to find out the strategies that used by the teacher in improving students' self-confidence on speaking performance. The researcher used observation and interviewing questions to gain some data. In the last session, it discusses that there are different impact based on the teachers' strategies towards students' self-confidence in speaking performance. The researcher found out several things that impact students' self-confidence in employing strategies that used by the teacher, *i.e.* role play, discussion, and picture describing. Furthermore, the researcher concluded that the strategy will impact positively to self-confidence's improvement of the students, when the strategy makes the students working collectively in order to finish their task. On the other hand, the strategy will impact negatively to the self-confidence's improvement of the students, when the strategy makes the students working individually when finishing their task.

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1. BACKGROUND

Speaking is a must skill which English learners should master when they want to convey their thoughts orally. According to Brown (2004: 115), speaking is an oral interaction, where participants need to negotiate the meaning of ideas, feelings and information. While, Harmer (2001: 270) stated that, speaking is important in communication, especially in only English. Speaking skill is always needed to communicate with other people in the world. The more they master speaking skill, the broader and deeper they are able to convey their thoughts in English.

On the other hand, the speaking skill is hard for EFL learners, especially students in a school. When they try to speak in English, they face many problems that make them have bad performance. Self-confidence is one of the problems that EFL learners have when they try to speak or talk English. According to Brown (2001: 62), self-confidence is the learners' belief that they indeed are fully capable of accomplishing a task is at least partially a factor in their eventual success in attaining task. Self-confidence is one's ability to judge his own social and personal standing with respect to his environment. The researcher observed that they are lack of self-confidence when speak in English. They feel shy and afraid to be judged by other students.

Some of the variables that make EFL learners feel hard to speak and are lack of self-confidence in English, is because the strategies of their EFL teacher in teaching English. Teaching strategy can be defined as a plan, method or series activities to achieve particular educational goal (Richards, Jack C. & Rodgres. 1986). In addition teaching strategies are defined as the role taken by teacher or a teaching device such as computer, programed text, or television set in order to facilitate learning (Klein, M. Frances. 1991). The researcher assumed that the EFL teacher has not good enough strategies in teaching their students. Even though some of the students are satisfied with their teacher and feel the improvement in their English, but some of the students do not feel the same way.

Furthermore, the researcher took this title above, because there are still students who still lack of self-confidence when speaking in public, it is possible that the strategies used by the teacher in speaking are not in synchronize with the material itself, resulting in a lack of self-confidence in students speaking.

The explanation above, here the researchers is interested in conducting a research at MA NW Pringgasela to find out what strategies were used by teachers to increase students' confidence in speaking amid the pandemic which was raised in the title "Investigating EFL Teachers' Strategies in Improving Students' Self-Confidence in Speaking Performance Amid Covid-19 Pandemic of MA NW Pringgasela"

2. RESEARCH METHOD

The type of this research was descriptive qualitative research. This research was a descriptive qualitative research that focused on teachers' strategies in improving students' self-confidence on speaking performance amid Covid-19 Pandemic of MA NW Pringgasela. Thus, it described the strategies that used by the teacher. The subject of this study was an English teacher in MA NW Pringgasela. The object of this research was EFL Teachers' Strategies in Improving Students' Self-Confidence in Speaking Performance Amid Covid-19 Pandemic. the researcher used some instruments those are: 1) Observation, the researcher observed the teaching strategies of EFL teacher towards the students in a class during teaching-learning process and 2) Interview, it was the instrument to collect the data from the respondent. The interview test was to inform and to identify the teachers' strategies

3. FINDING AND DISCUSSION

A. Finding

The researcher used observation sheet to fill the strategies that used by the teacher in improving Students' self-confidence on Speaking performance. This research used theory of Kayi (2006) about the strategies that used by the teacher in improving Students' self-confidence on Speaking performance; Discussions, Role play, Simulations, Information Gap, Brainstorming, Storytelling, Interviews, Story completion, Reporting, Playing cards, Picture narrating, Picture describing, and Find the difference.

The researcher did three times observation in the same class where the teacher taught the students. Each observation conducted in different time.

In the first observation, the researcher observed and noticed that the teacher used Role Play for teaching speaking. Each student asked by the teacher taking one role and playing it in the group which has made by the teacher before. Majority of the students did not sound

well and fluent in performing their own role. On the other hand, every student was excited when choosing and performing their own role.

In the second observation, the researcher observed and noticed that the teacher used Discussion for teaching speaking. The students asked by the teacher to make some group in order to discuss certain topics. After the students in each discussed the topics, the teacher asked them to share their own result in front of the class. Only small number of the students could express their own ideas because they enjoyed the discussion and the ideas' presentation. Majority of the students tent to be quiet because they did have good English, especially when ideas' presentation session.

In the third observation, the researcher observed and noticed that the teacher used Picture Describing for teaching speaking. The students asked by the teacher to describe every picture that she shown in front of the class. Once the students knew what she/he is going to describe, they raised their hands. Almost all the students who raised their hands were the same students who raised their hands before when the teacher shown the next picture. Thus, the students who raised their hands were so enthusiastic. On the other hand, the students who did not raise their hands seemed to think like nothing happens, and some of them seemed to feel under pressure

The interviews conducted in three different times before the observation about the strategies which will be used by the teacher. These interview were aimed to find out how the strategies that will be used by the teacher to improve students' self-confidence on speaking performance.

Based on the interview, the researcher asked three questions to the teacher about the strategies. In the first question, the researcher found the teacher's strategies to the students. In the second question, the researcher also found the way how to use the strategies. In the third question, the researcher found the reasons why the teacher using the strategies. Here are the teacher's answers based on the interview, as follows:

a. First Question

The teacher answered the first question about the strategies that she used in teaching the students in the class in different time. There were Role Play, Discussion, and Picture Describing respectively that the teacher used in order to improve students self-confidence on speaking performance.

b. Second Question

The teacher answered the second question about the way of the strategies used in teaching the students in the class in different time.

The first strategy is Role Play. The teacher divided the students into several groups, and gave them choice to choose certain topics, and in each member of the group will decide by themselves to choose role the will play.

The second strategy is Discussion. The teacher divided the students into several groups, and asked the students to discuss certain topic that she gave. Then, the results of the discussion will be share by each member of the group in front of the class.

The third strategy is Picture Describing. The teacher prepared some pictures in order to show them in front of the class to the students. The students will describe the picture by their own thoughts if they raise their hands.

c. Third Question

The teacher answered the third question about the reason why the teacher chose those strategies in teaching the students in the class in different time.

The first strategy is Role Play. The reason why the teacher chose this strategy is because the students have already seen the role that they are going to play, so they only play the role by using English. In addition, by this strategy, they will be stimulated to be more excited and made the nuance become more fun, so their self-confidence will be improved.

The second strategy is Discussion. The reason why the teacher chose this strategy is because when the students are asked to share their ideas in certain topic, they tend to be confused and finally they do not want to express their ideas. But with Discussion in a group, the students will be inspired to find their own ideas because other member of their group and it will improve their self-confidence when they are going to share their ideas in front of the class.

The third strategy is Picture Describing. The reason why the teacher chose this strategy is because the pictures that will be shown by the teacher are related to them, so they will have more self-confidence to speak

B. Discussion

Based on the research findings conveyed earlier, the researcher further highlights the strategies employed by the teacher to the students. The researcher noted the strategies which employed by the teacher have different impact towards the students' self-confidence improvement when they performed their speaking.

1. Role Play

In the first strategy, which was Role Play, the researcher obtained two insights based on the interview and observation.

In the observation, the researcher noticed that the students' self-confidence was improved by the strategy referring to the indicators of self-confidence, as follows:
a. Students believe to their own abilities; the researcher noticed that the students executed their Role Play without hesitation, even though their English were not fluent and well.
b. Students can express their opinions; the researcher noticed that the students could express their ideas that they have in order to play their role.
c. Students can act to make decisions without the involvement of anyone else; the researcher noticed that the students choose their own role after the teacher gave them the topic that they wanted to play.
d. Student can assess themselves with good views or action to be taken; the researcher noticed that the students could assess which roles that match to them based on their ability.

In the interview, the researcher noticed that the strategy that is going to be used by the teacher was match to her plan, and the strategy reached its goal towards the improvement of students' self-confidence because majority of the students impacted positively by the strategy.

2. Discussion

In the second strategy, which was discussion, the researcher obtained two insights based on the interview and observation.

In the observation, the researcher noticed that the students' self-confidence was not fully improved by the strategy referring to the indicators of self-confidence, as follows:
a. Students sometimes believe to their own abilities; the researcher noticed that the students impacted positively in the discussion session because they are inspired to find their own ideas based on the topic, but they impacted negatively in ideas' presentation session because majority of them tent to be pressured when they expressed their ideas.
b. Students cannot express their opinions; the researcher noticed that majority of the students could not express their ideas because they tended to be pressured and their English were not good.
c. Students can act to make decisions without the involvement of anyone else; the researcher noticed that the students inspired to find their own ideas based on the given topic in the discussion session.
d. Student could assess themselves with good views or action to be taken; the researcher noticed that the students assessed themselves negatively towards their speaking in the presentation session.

In the interview, the researcher noticed that the strategy that is going to be used by the teacher was not match to her plan, and the strategy did not reach its goal towards the

improvement of students' self-confidence because majority of the students impacted negatively by the strategy.

3. Picture Describing

In the third strategy, which was Picture Describing, the researcher obtained two insights based on the interview and observation.

In the observation, the researcher noticed that the students' self-confidence was not improved by the strategy referring to the indicators of self-confidence, as follows:

a. Students do not believe to their own abilities; the researcher noticed that majority of the students did not raise their hands in order to describe the pictures.

b. Students cannot express their opinions; the researcher noticed that majority of the students could express their opinion about the pictures.

c. Students cannot act to make decisions without the involvement of anyone else; the researcher noticed that majority of the students tended to be silent when the teacher showing the pictures.

d. Student cannot assess themselves with good views or action to be taken; the researcher noticed that majority of the students assessed themselves negatively. It seems when the students did not raise their hands and thought like nothing happens, and some of them seemed to feel under pressure.

In the interview, the researcher noticed that the strategy that is going to be used by the teacher was not match to her plan, and the strategy did not reach its goal towards the improvement of students' self-confidence because majority of the students impacted negatively by the strategy.

4. CONCLUSION

Based on the findings and discussions in the previous chapter, the researcher concluded the result of this research based on research question about *"What are EFL Teachers' Strategies in Improving Students' Self-Confidence on Speaking Performance Amid Covid-19 Pandemic of MA NW Pringgasela?"* The researcher found that there were 3 strategies that used by the teacher in improving students' self-confidence on speaking performance. The strategies were Role Play, Discussion, and Picture Describing.

Furthermore, the researcher also synthesized the impact of the strategies towards the students' self-confidence on speaking performance. In recap, the researcher synthesized that there is pattern should be noticed by the teacher if she/he wants to improved students' self-confidence in teaching speaking. The strategy will impact positively to the improvement of the students' self-confidence, when the strategy makes the students working collectively in order to finish their task. The researcher noticed that in the specific points in the two strategies, those are Role Play and Discussion, where these two strategies have session which makes the students working collectively in order to speak their English.

5. REFERENCES

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