THE IMPLEMENTATION OF DISCUSSION METHOD IN SPEAKING SKILL OF THE 8th GRADERS AT MTsN 2 PONOROGO

THESIS

By

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ABSTRACT

Salsabila, Vania Rosi. 2023. *The Implementation of Discussion Method in Speaking Skill of the 8th Graders at MTsN 2 Ponorogo.* Thesis, English Education Department, Tarbiyah Faculty, State Islamic Institute of Ponorogo. Advisor: Wiwin Widyawati, S.S., M. Hum.

Keywords: Students' Confidence, Discussion Method, Speaking Skill

Speaking is one of the skills that must be mastered by individuals in learning English. In order to speak fluently, one needs to be confident in expressing the ideas and thoughts. Confidence arises from encouragement both internally and externally. One of the appropriate methods for measuring and enhancing the skill and confidence is to use the discussion method. The discussion method is a learning strategy by dividing a class into several groups.

The objectives of this research are: to (1) know the implementation of discussion method to enhance sstudents' confidence in speaking skill; and (2) to know the mental supporting factors and the social supporting factors in enhancing students' confidence by using discussion method in speaking skill.

This research applies qualitative approach and used a case study as the research design. This research used an international class program with 20 students at MTsN 2 Ponorogo as the object of the research. The data collected through observation, interview, questionnaire, and documentation.

The results of this research show that; (1) the implementation of the discussion method in class 8 ICP at MTsN 2 Ponorogo has been implemented well and has increased students' interest in learning and resulted in better speaking evaluation scores than before. (2) The mental supporting factor was the desire from within each individual to be able to speak their minds, especially through discussion method, meanwhile the social supporting factors were the teacher who gave encouragement and feedback to the students, and the classmates that helped and motivated the students in improving their speaking skill and confidence in discussion method.

APPROVAL SHEET

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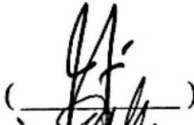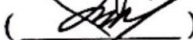
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CHAPTER I

INTRODUCTION

A. Background of the Study

The main objective for many language learners is to be able to communicate fluently in a foreign language. As an international language, English is used to communicate around the world. In this modern era, the need to be able to master English in Indonesia is important day by day. Therefore, the English teaching in Indonesia is increasingly being improved. This can be seen from the schools, both national and international, which use English as the language in learning process and the number of English courses getting bigger these days. In order for a person to be able to use a foreign language effectively, the person himself must first be able to speak it fluently, according to practitioners and language experts in the field of teaching second languages, who believe that speaking skill plays a significant role and should be included in program development and creation.[1]

Speaking is one of the skills that students must master in learning English, one of the successes in learning English can be measured by mastering English speaking skill. As a foreign language, English has rules that are different from Indonesian language, such as differences in pronunciation, grammar, intonation, and vocabulary. As an international language, English is

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[1] Liu, J. (2001). *Asian Students' Classroom Communication Patterns in American Classrooms.* Westport, CT: Greenwood Publishing.
Tsou, W. (2005). *Improving Speaking Skills Through Instruction in Oral Classroom Participation.* Foreign Language Annals, 38(1), 46-55.
Van den Branden, K., Bygate, M., & Norris, J. M. (Eds.) (2009). *Task-Based Language Teaching: A Reader.* Amsterdam, Netherlands: John Benjamin Publishing.

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a necessity for most people to communicate to each other. Speaking is an activity that involves speaking orally. Speaking needs oral performance, which includes things like how well the speakers use the intonation of speech, repeat and stress key points, arrange material in an understandable manner, etc. This implies that in conversational activities, speakers must use spoken language for communicating to others.[2] This is why choosing the right way of learning the material is very necessary to get the best results in speaking English.

To be able to speak English, students are not only required to have qualified knowledge, but also have to be brave and being confident. Without having the courage to speak and confidence, students will certainly not feel comfortable in conveying their ideas and opinions. Despite the fact that students' confidence plays an important role in their ability to learn and speak English. Being confident in one's own abilities and judgment to complete a task and select an efficient strategy. This includes trust in the students' judgment and confidence in their capacity to handle settings that are getting more difficult. High self-confidence students will communicate or speak in any circumstances, either inside or outside of the classroom. One indicator of students having self-confidence is the readiness of the students to do activities.

According to the middle school English curriculum in Indonesia, students must be proficient in speaking English and get a score above the passing grade, which varies from school to school but is often approximately

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[2] Komariah, E., Erdiana, N., & Mutia, T. (2020). Communication strategies used by EFL students in classroom speaking activities. *International Journal of Language Studies*, 14(3), 27-46.

75. So, to teach speaking successfully, there are certain speaking technique design principles that are used in teaching speaking: 1) techniques should fulfill the complete range of students demands, from text approaches that emphasize interaction, significance, and fluency to those that place a language-based emphasis on accuracy, 2) techniques should be driven by internal motivation, 3) techniques ought to promote the use of authentic language in significant settings, 4) focus on providing appropriate feedback and suggestions, 5) take advantage of the innate connection between listening and speaking, 6) provide students with the opportunity to start spoken conversation, and 7) support the development of speaking methods. Students need certain abilities and intuitions that are different from those that teachers would employ while teaching adults a second language. Teachers might find some useful techniques to teach the students in these five aspects, such as development of the intellect, span of attention, sensory inputs, influencing components, and language that is genuine and substantial.[3]

Confidence is an individual's level of certainty that they are able to respond correctly to a question on an assessment item that relates to a specific set of clearly defined requirements. For instance, in an academic context, a student might be confident that, if tested on it, the student could give the right answer to a question relevant to a course learning objective (LO).[4]

There are some guidelines that may aid students in developing confidence in speaking. These guidelines include having a positive attitude,

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[3] Brown, H. Douglas. (1994). *Teaching by principles: an interactive approach to language pedagogy*. Prentice Hall Regents.

[4] Preheim, M, Dorfmeister, J, & Snow, E (2023). Assessing Confidence and Certainty of Students in an Undergraduate Linear Algebra Course. *Journal for STEM Education Research*, Springer, https://doi.org/10.1007/s41979-022-00082-6

being well-prepared, beginning as early as possible, persevering in practicing, reading constantly, and having the ability to manage time effectively. This suggests that to give teachers particular information, the development of teachers' Pedagogical Content Knowledge (PCK) should also give the teachers chance to put specific instructional approaches into practice and to reflect both individually and collectively on teachers' experiences. The consequences for pre-service and in-service language teacher education are significant. It is important to address perceptions about teaching speaking that might prevent teachers from fully committing themselves to the teaching of speaking[5] and focus on enhancing teachers' self-efficacy beliefs as competent teachers of oral skills in addition to giving teachers up-to-date information about learning, teaching, and assessing speaking in order to add to and update teachers' PCK. Based on such explanations, it is crucial to comprehend how students feel about the speaking learning process. As a result, the interest of materials the students get will enhance students' confidence in speaking English.

During the past ten to fifteen years, there has been an increasing interest in the examination of longer sections of spoken and written language, and there has been increased reference to the usage of real language in the materials of English language teaching.[6] Students learning English as a foreign language must develop speaking skill in expressing their ideas easily, effectively, and with confidence. The majority of MTsN 2 Ponorogo students

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[5] Raman, Y. (2017). Implementations versus reality: EFL teachers' beliefs about teaching speaking skills in state secondary schools. *International Journal of Economic Perspectives*, 11(1), 773–781.

[6] Carter, R., & McCarthy, M. (1997). Exploring spoken English. United Kingdom: Cambridge University Press.

were quite confident in themselves. Students with self-confidence are more likely to participate more actively in class, enjoy learning, have less test anxiety, be more motivated to pursue their goals, feel more at ease around their teachers and fellow students, and be more open to share their experiences and ideas in front of the class.

Measurement of student learning outcomes is carried out during the learning process takes place. Student learning outcomes cover three domains, namely cognitive, psychomotor, and affective. Cognitive abilities are abilities related to mastery of knowledge in the form of concepts, facts, principles and procedures.[7] The indicators of cognitive ability consist of the ability to remember, understand, apply, analyze, evaluate, and create.[8] Teachers as educators have a very important role in the learning process. The teachers must provide the best learning strategies and various ways of the classroom teaching and learning process. Choosing the right learning model will have a positive impact on student learning outcomes. Teachers are required to be careful in choosing and applying teaching methods that are in accordance with the learning objectives to be achieved.[9]

According to studies on the effectiveness of group discussion methods, student-led discussions and team learning result in better student performance results and encourage increased engagement, self-confidence, and leadership

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[7] Lestari, ID. (2017). Pengaruh literasi sains terhadap kemampuan kognitif siswa pada konsep ekosistem. *Prosiding Seminar Nasional Pendidikan FKIP Untirta*, 103-106.

[8] Anderson, L.W dan D.R. Krathwohl. (2010). *Kerangka landasan untuk pembelajaran, pengajaran, dan asesmen (Revisi taksonomi pendidikan Bloom)*. Translated from *A taxonomy for learning, teaching, and assessing: arevision of blooms' taxonomy of educational objectives* by Prihantoro. Pustaka Pelajar.

[9] Naibaho. (2014). Penerapan model pembelajaran kooperatif tipe jigsaw untuk meningkatkan hasil belajar fisika pada konsep zat di kelas VII SMP Negeri 3 Hinai tahun ajaran 2010/2011. *Jurnal Pendidikan Fisika*, 3(1), 114-125.

ability.[10] The majority of the students expressed confidence in the ability of discussion to improve students' cognitive abilities. Students are in agreement in terms of the students' capacity to pick up ideas during discussions and increase students' general knowledge, but some are less certain in terms of students' capacity to evaluate material, glean in-depth perspectives, or contrast students' ideas with those of others. Students confirmed that during discussions, students gain self-confidence, express students' viewpoints without reservation, and are inspired to take part in future discussions. However, some students lacked of confidence to voice the ideas since students preferred to wait for the teacher or the others students to initiate the learning process.[11] According to the students' responses to the discussion method, students prefer the teacher to inform them in advance about the topic of the discussion so that the students have enough time to obtain significant knowledge to manage during the discussion. Additionally, students demanded that the teacher include them in choosing the issues for class discussion and provide the students equal opportunity to speak throughout the discussion.

Based on the early observation in October 2022, the researcher found enthusiastic students in learning English, especially speaking skills. Discussion method was chosen as a method in classroom learning because the discussion method was carried out through small groups where from the

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[10] Perkins, D. V., & Saris, R. N. (2001). A 'jigsaw classroom' technique for undergraduate statistics courses. *Teaching of Psychology*, 28, 111-13. https://doi.org/10.1207/S15328023TOP2802_09

Yoder, J. & Hochevar, C. (2005). Encouraging active learning can improve students' performance on examinations. *Teaching of Psychology*, 32(2), 91-95. https://doi.org/10.1207/s15328023top3202_2

[11] Brookfield, S. D. & Perskill, S. (2005). *Discussion as a way of teaching*. San Francisco: Jossey-Bass.

process of this discussion method can make students motivated to grow to be characters of responsibility and confidence as well as other characters that students must apply in the discussion method.

In discussion method, students must be able to show a sense of responsibility for their group and self-confidence for themselves. So, in this case through discussion method can lead to the emergence of a sense of responsibility of students because whether they want to or not in a group has a leader for the group who must have the courage to be confident and also responsible for the group. The students have learned how to prepare for a topic using the discussion method, which also emphasize the importance of speaking in the classroom. The discussion method has also given students the chance to learn from one another and given the teacher a chance to listen to the students. The discussion method can trigger motivation among students in enhancing confidence in speaking skill.

This is supported by programs and activities that applied at MTsN 2 Ponorogo. Activities include delivering vocabulary, language adventure, English camp, and outdoor study. Delivering vocabulary is an activity where the students with given vocabulary books which aim of being a stimulus for students to speak English in which students will deliver one chapter of vocabulary to the teacher every week. Delivering vocabulary is hoped to increase students' vocabulary and build students' self-confidence to be active in using English. Language adventure aims that students able to apply or practice language actively, especially English by using the vocabulary used in everyday life through games and student performances or shows. The purpose

of English camp activity is to develop English language skills by living in an institution that is competent in English language coaching and training. There is also outdoor study where students study in an area that may help students to develop students' English skills.

There are two competitions had been participated by a student of MTsN 2 Ponorogo. These competitions are English language competition and news anchor which was held in Ponorogo, 2022. The student won as the second winner in both competitions. The participation in language competitions can give motivation for other students to build the confidence to get better progress in learning language speaking skill.

Based on the explanations above, the researcher is interested to find out and performing a study that is primarily concerned about "*The Implementation of Discussion Method in Speaking Skill of the 8th Graders at MTsN 2 Ponorogo*".

B. Research Focus

This study focuses on the implementation of discussion method in speaking skill of the 8th graders at MTsN 2 Ponorogo, which conducted by 8th International Class Program (ICP) students at MTsN 2 Ponorogo in academic year 2022/2023.

C. Statements of the Problems

The study focuses on the following questions:

1. How is the implementation of discussion method to enhance students' confidence in speaking skill?

2. What are the mental supporting factors and the social supporting factors in enhancing students' confidence by using discussion method in speaking skill?

D. Objectives of the Study

According to the research, the study's aims are as follows:

1. To know the implementation of discussion method in speaking skill.

2. To know the mental supporting factors and the social supporting factors in enhancing students' confidence by using discussion method in speaking skill.

E. Significances of the Study

1. Theoretical Significance

Teachers, students, and other educational stakeholders anticipate that this research will advance the conversation around students' learning styles. Additionally, it is hoped that this study will increase understanding of the fact that enhancing students' confidence in speaking skill by using discussion method is a crucial educational component that must be taken into consideration by all educational components. The findings of this study should be beneficial for students, teachers, and all readers.

2. Relevance in Practice

    a. For students

    The findings of this study may aid students in better understanding their individual learning preferences and methods.

    b. For teachers

Researcher hopes that teachers will be able to understand that enhancing students' confidence in speaking skill by using discussion method is crucial as well as the differences between the level of students' abilities, allowing them to choose the best approach and create materials that are in line with students' learning preferences.

c. For readers

The research expected to improve readers' understanding, particularly the students of MTsN 2 Ponorogo to enhance their confidence in speaking English by using discussion method.

d. For researchers

It is anticipated that this research will contribute to and broaden researchers' knowledge, particularly that of aspiring teachers as they prepare to enter the field of education.

F. Organization of the Thesis

The organization of the study is to ease the readers in understanding the content of the thesis research. The organization of this study is given as follows:

Chapter I is the introduction. The introduction covers background of the study, research focus, statement of the problems, objectives of the study, significances of the study, and organization of the thesis.

Chapter II is the literature review. The literature review covers theoretical background and previous research findings.

Chapter III is the research methods. The research methods include

research design (covers research approach and research type), researcher's role, research setting, data and data source, data collection technique, data analysis technique, data validity check, and research procedure.

CHAPTER II

LITERATURE REVIEW

A. Theoretical Background

Self-confidence and self-efficacy have been reported as important psychological constructs that can influence students' performance.[12] In self-efficacy theory, there are four key things can boost confidence: vicarious experience, verbal persuasion (such as encouragement and praise), effective performance (competence), and feedback of physiological.[13] Self-efficacy beliefs have a major impact on one's confidence in motivation and performance.[14] "Mastery experiences" are essential to the growth of self-efficacy in terms of boosting confidence.[15] This is consistent with Vygotsky's theory of the "zone of proximal development" in which students are required to accomplish tasks that are roughly equivalent to but just slightly above their current level of development. By completing difficult activities successfully, students gain confidence and drive to take on more difficult ones.[16]

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[12] Craven RG, Marsh HW, Debus RL. 1991. Effects of Internally Focused Feedback and Attributional Feedback on Enhancement of Academic Self-Concept. *Journal of Educational Psychology 83(1): 17.* Crossref. ISI.

Hay I, Ashman A, van Kraayenoord CE. 1997. Investigating the Influence of Achievement on Self-Concept Using an Intra-Class Design and A Comparison of the PASS and SDQ-1 Self-Concept Tests. *British Journal of Educational Psychology 67(3): 311–321.* Crossref. PubMed.

Kukulu K, Korukcu O, Ozdemir Y, et al.. 2013. Self-Confidence, Gender and Academic Achievement of Undergraduate Nursing Students. *Journal of Psychiatric and Mental Health Nursing 20(4): 330–335.* Crossref. PubMed.

[13] Bandura A. 1986. The Explanatory and Predictive Scope of Self-Efficacy Theory. *Journal of Social and Clinical Psychology 4(3): 359–373.* Crossref. ISI.

[14] Bandura A, Locke EA. 2003. Negative Self-Efficacy and Goal Effects Revisited. J*ournal of Applied Psychology 88(1): 87.* Crossref. PubMed. ISI.

[15] Bandura A. 1977. Self-Efficacy: Toward A Unifying Theory of Behavioural Change. *Psychological Review 84(2): 191.* Crossref. PubMed. ISI.

[16] Vygotskii, L.S. (1978). *Mind in society: The development of higher mental processes.* Cambridge, MA: Harvard University Press.

Confidence Assessment (CA) is a pedagogical approach that entails changing the typical procedures for administering formative assessments with low stakes (i.e., tests that don't count toward credit) while students are in school. To indicate their level of confidence that each of their responses is accurate, students are asked to write a confidence rating (e.g., 0 low to 10 high) next to each one.[17]

The score for each student is determined by adding the confidence ratings for the questions they properly answered and subtracting the confidence ratings for the questions they wrongly answered. This grading system's goal is to encourage students to provide as truthful of confidence ratings as they can. By constantly declaring their genuine confidence levels, students cannot, in the long run, "game" CA scores, hence CA offers the opportunity to access students' true beliefs about their confidence levels at the level of each assessment item. Students' calibration is the relationship between a student's confidence rating and average facility (the average number of questions they properly answered). It stands to reason that students who utilize CA frequently will progressively improve.[18]

1. **Confidence**

   a. The definition of confidence

      Confidence is the belief in one's ability, strength, and self-assessment as a judgment of oneself. Therefore, it can be claimed that

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[17] Foster, C. (2016). Confidence and competence with mathematical procedures. *Educational Studies in Mathematics, 91(2), 271–288.* https://doi.org/10.1007/s10649-015-9660-9

[18] Fischhoff, B., Slovic, P., & Lichtenstein, S. (1977). Knowing with certainty: The appropriateness of extreme confidence. *Journal of Experimental Psychology, 3(4), 552–564.* https://doi.org/10.1037/0096-1523.3.4.552.

the assessment of yourself is one that is positive. This thorough assessment will eventually inspire people to be more eager to appreciate themselves. Understanding can be defined as a person's belief in the signs of the excess qualities they possess, and these beliefs give him the impression that he is capable of achieving a variety of goals in his life.[19]

A feeling of consciousness is produced by a combination of thoughts and emotions that culminate in self-confidence.[20] One who is confidence will automatically feel that he is a person who is useful and has the capacity to socialize and cooperate with other groups in various fields because he sees people as always contentment, being eager to their condition, and thinking as qualified human beings in every aspect of their lives, work, kinship, and society. A person's confidence will motivate him to successfully finish each activity.

Confidence is the capacity to express specific behaviors or to accomplish specific goals. In other terms, our actions will unconsciously resemble how we feel regarding ourselves.[21] Almost in every aspect of life, confidence is crucial. It is crucial that students use their language abilities in real life situations. Once they have confidence in their ability to perform the activity, the confidence will motivate them to finish it. That is one of the secrets to success in language learning. The key component for the enhancement of one's

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[19] Hakim, T. 2002. *Mengatasi Rasa Tidak Percaya Diri*. PuspaSwara.
[20] Ghufron, M. N., & Risnawati, R. (2012). *Teori-teori Psikologi Cetakan III*. Yogyakarta: Ar-Ruzz Media.
[21] Wahyuni, S. (2013). Hubungan antara kepercayaan diri dengan kecemasan berbicara di depan umum pada mahasiswa psikologi. *Psikoborneo: Jurnal Ilmiah Psikologi*, 1(4).

abilities is confidence. A person who has confidence will be able to recognize and comprehend oneself.

An individual with confidence will make an effort to discover all of his potential spirits.[22] As a result, students must be confidence. The benefit of confidence is the ease that one has to communicate. The more confidence students are, the easier it will be for them to speak, especially during classroom discussions when speaking to the class since they will be able to conquer their worries or negative ideas.[23] Students who are able to speak clearly and confidently can improve their academic performance in the speaking class because they meet the requirements for the evaluation on speaking skill. This is a beneficial effect of having high self-confidence.

It may be concluded from some of the explanations above that one of the most crucial qualities of personality in daily life is confidence. They have confidence in their personal abilities and also the courage to act bravely publicly.

b. Factors of Confidence

There are several factors that influence one's confidence:[24]

1). Self-Concept

An individual's self-concept, which is developed through group contact, is where confidence has been formed. A self-

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[22] Derry Iswindharmajaya, J. (2014). *Satu hari menjadi lebih percaya diri*. Elex Media Komputindo.

[23] Salim, A. (2015). General Self-Confidence and Its Implication on Students' Achievement in Oral Presentation. *JEELS (Journal of English Education and Linguistics Studies)*, 2(2).

[24] Ghufron, M. N., & Risnawati, R. (2012). *Teori-teori Psikologi Cetakan III*. Yogyakarta: Ar-Ruzz Media.

concept will emerge from interactions. Negative self-formation concepts can cause a person to exclusively think negatively about themselves and others, which makes them doubt their own talents and even identify themselves with helpless people.

2). Self-Esteem

A positive self-concept will develop to a positive sense of oneself. An evaluation of oneself is self-esteem. The amount of confidence a person has will depend on their actual level of self-esteem. Their low self-esteem is also a result of their low self-concept.

3). Experience

Confidence may be impacted by previous experiences. Once someone fails, they are more likely to feel nervous, worried, terrified, ashamed, inadequate, etc. They frequently choose silence over taking action because they are afraid to confront issues and feel unqualified. Having success-related experiences is different from this.

4). Education

The level of education a person has will impact their level of confidence. A person with less education will be reliant on the influence of those who are more intelligent than him. Conversely, those with more education value themselves more than those with lower education.

One's confidence also influenced by mental factors, physical

factors, and social factors.[25]

1). Mental factors

Someone who has high abilities, such as unique talents or knowledge, will be confidence.

2). Physical factors

Physical flaws that are readily apparent to others, such as overweight, limb abnormalities, or a sense that is impaired, will make someone feel inadequate in comparison to others, which will make them feel bad. This prevents them from responding positively, which causes them to feel insecure, which then causes more insecurity.

3). Social factors

Parents, teachers, and the society all provide social support that helps people develop their confidence.

2. TEFL in Indonesia

The quest for more efficient methods of teaching a second or foreign language has marked the history of Teaching English as a Foreign Language (TEFL) itself, especially in Indonesia.[26] The choice of syllabus guidelines in the development of courses, the role of vocabulary in language acquisition, the teaching of efficient and receptive skills, learning theories and their utilization in teaching, memorization and learning,

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[25] Mubarok, M. (2016). *Hubungan antara kepercayaan diri dengan kreativitas siswa kelas VIII SMPN 10 Malang*. Universitas Islam Negeri Maulana Malik Ibrahim.

[26] Salinas, C., Fránquiz, M. E., & Guberman, S. (2006). Introducing historical thinking to second language learners: Exploring what students know and what they want to know. *The Social Studies, 97(5), 203-207.*

motivating students, and effective learning methods, teaching methods for the four skills, as well as the significance of resources and technology are just a few of the topics that have been the subject of discussions and debates within the teaching profession for more than a century.[27]

The idea of four fundamental language skills—listening, speaking, reading, and writing—has long been employed by language educators. These four language skills are referred to as "macro skills" at times. The "micro skills" that are things like grammar, vocabulary, pronunciation, and spelling are in opposition to this. The two factors that relate all four fundamental skills to one another are the style of communication—oral versus written—and the direction of communication—receiving versus producing messages. In the oral method, speaking is an essential skill. Like other skills, it requires more than just speaking words and is more difficult than it initially appears.[28]

3. **Speaking**

   a. The definition of speaking skill

   Speaking is a form of oral communication that primarily consists of the speaker and the listener. A speaker and listener interact during oral communication, which requires the useful ability of comprehension. In conversations between two or more people, the objective is to ponder on what has been said and utilize language to

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[27] Moussu, L., & Llurda, E. (2008). Non-native English-speaking English language teachers: History and research. *Language teaching, 41(3), 315-348.*

[28] Aydogan, H. (2014). The Four Basic Language Skills, Whole Language & Integrated Skill Approach in Mainstream University Classroom in Turkey. *Mediterranean Journal of Social Sciences.* DOI: 10.5901/mjss.2014.v5n9p672

transmit ideas.[29] Speaking is the act of conveying information or conveying one's opinions and thoughts through spoken language; it is the act of making sounds or uttering words that people use to communicate their opinions and thoughts.[30] Speaking skill involves more than just applying grammar rules and pronouncing words correctly; it also consists of creating conversation in a second language in a way that is acceptable for both social and professional settings.[31]

Speaking is a process of interaction of meaning creation that involves gathering, analyzing, and transmitting information.[32] Speakers must be aware of the when, why, and how language should be used in particular situations. They also need to be able to generate words in specific ways, such as through grammar or pronunciation. Meanwhile, Matthew claimed in Izumi that speaking refers to any activity in which people exchange knowledge, concepts, and emotions.[33] It entails all mannerisms and styles, as well as body language that enhance a message's meaning. It indicates communication between the speakers and the listeners. To ensure that the audience fully comprehends and gets the speaker's point through, the speaker must be able to articulate their ideas clearly.

Speaking involves using spoken language to convey a range of

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[29] Donn Byme, *Teaching English through English* (London: Longman 1981), p. 112.

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

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

[32] Utomo, B. 2018. Students Anxiety in Speaking English: A descriptive research at the second semester of English education department Muhammadiyah Univerity of Makassar. *Thesis*: Unismuh Makassar.

[33] Izumi, G. H. 2017. The Study between Students' Anxiety and Speaking Ability at the First Grade Students of SMA Negeri 1 Kabupaten Tangerang. *Thesis*: Bandar Lampung.

ideas, emotions, and facts. Words are used to convey the notion, which is a recap of the topics discussed. Speaking, on the other hand, is a challenging task since it requires linguistic and social cognition. Speaking can be understood as a method of communicating ideas, thoughts, and feelings from one person to another by using spoken language.

It is clear from the previous explanations that speaking is indeed an interactive way of transferring meaning that involves the creation, reception, and processing of information. This means that in order for everyone to comprehend what we are saying, we must accurately convey our opinions, feelings, and thoughts when we talk. Additionally, speaking as a crucial skill needs to be used when a group of people are introduced to one another. Therefore, responding to what has been heard is a part of speaking.

b. Types of classroom speaking performance

There are five different types of speaking performance, they are as follows:[34]

1) Imitative: The primary criterion being looked at for this type is the ability to replicate any words, phrases, or sentences verbatim.

2) Intensive: It emphasizes on using certain phonological or grammatical constructions from the language in conversations, as well as other techniques like reading aloud and sentence

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[34] Leong, L., & Ahmadi, S. (2017). An Analysis of Factors Influencing Learners' English Speaking Skill. International Journal Of Research In English Education, 2(1), 34-41. https://doi.org/10.18869/acadpub.ijree.2.1.34.

completion.

3) Responsive: This talent, which deals with how to respond orally to a talk or dialogue, is necessary for comprehension.

4) Interactive: This is not the same as responsive competence; rather, it refers to the complexity and length of the interaction, which occasionally involves numerous players and/or exchanges. Interpersonal exchanges, which are primarily focused on maintaining interpersonal communication, and transactional language, which is used to convey or trade specific information, are the two possible approaches to this goal. It is a border that allows the flow of information and data. For instance, any interview-related activities, acting in a role, and other things.

5) Extensive (monologue): This competence covers all oral communication in a conversation, including listening comprehension and dialogue response.

In conclusion, different speaking performances require the ability to build interactions from the simplest to the most intricate.

c. Teaching Speaking

Teaching is guiding and supporting learning, which helps the student to discover how to do something, give instructions, guide the study of something, and provide with knowledge leading to comprehend or understand.[35] It indicates that a process or activity that

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[35] Brown, H. Douglas. (2000). *Principles of Language Learning and Teaching*. New York: San Fransisco State University, p. 7.

aids students in acquiring knowledge from the surrounding system provides the condition of teaching. The system of the environment is made up of the lesson's goal, the information presented, policies, the facilities, the teacher, and the students.

Speaking is a kind of communication that, in general, is used to let people know what is on one's mind. In other terms, speaking can be defined as giving a direct response to convince people to do something, to make clear something that is misunderstood, and to convey an opinion, feeling, etc.[36]

The foundation of all human communication is speaking, which is a special form of communication.[37] It implies that speaking is a verbal action and a crucial component of one's overall personality, reflecting the speaker's perspective. Speaking plays a significant role in many language courses since it allows one to inform, convince, and explain ideas to others. Speaking is a fundamental kind of communication that used every day to express one's goals, thoughts, and feelings. Speaking is a beneficial ability that can be observed directly and empirically. It may also be described as an interactive process of creating meaning that includes information production, receiving, and analysis.[38]

A specific approach or strategy should be used while

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[36] Rahmawati, E. (2016). Getting EFL Learners to speak: Obstacles and Solution. *In Loquen Studies Journal*, Vol. 9, No. 4, p. 23.

[37] Hardwood, N. (2010). *English Language Teaching Material: Theory and Practices*. New Cambridge University Press, p. 208.

[38] Brown H. Douglas. (2001). *Teaching by Principles: An Interactive Approach to Language*. San Francisco: Longman, p. 140.

presenting the material in order to accomplish the objectives of the teaching process. Teachers are expected to carry out three key tasks independent of the grade level, subject matter, or kinds of educational institutions they work in. They foster oral fluency, which is the capacity to communicate clearly. Yet, improving communicative effectiveness is the aim of teaching speaking skill. Students should be able to communicate effectively using their actual level of proficiency. They should make an effort to minimize miscommunication caused by poor pronunciation, grammar, or vocabulary, and they should follow any relevant social or cultural principles.

According to the above-mentioned statements made by the experts, the researcher came to the conclusion that teaching speaking involves teaching about speaking learning, which is a process to assist students in learning about the surroundings and effective to inform, try to convince the aim, demonstrate the idea, interact, and as communication with a human being in social interactions.

4. **Constructivism by Lev Vygotsky**

Vygotsky who is known as the "founding father of Social Constructivism."[39] Vygotsky felt that the mind evolves from both experience and individual maturity processes.[40] Significantly, he also believed that constructs have social origins and that they learn through interaction with others. Learning that occurs in the activities and

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[39] Glaserfed, E. Von. (1989). Facts and the Self from a Constructivist Point of View. *Poetics 18: 435–448.*
[40] Manus, AL (1996). Procedural versus constructivist education: A lesson from history. *The Educational Forum*, Taylor & Francis, https://doi.org/10.1080/00131729609335157

experiences of learners emphasizes interaction with social groups.

Development cannot be separated from the social and cultural context, so the only way to explore mental processes is through understanding concepts, the mediation of which made a breakthrough in our understanding of learner development. Social interaction with culture is the most important part of learners' psychological development. Culture includes all the things we use, from simple things like pens, spoons, or tables, to complex things like language, traditions, beliefs, art, or science.[41]

In Mind in Society: The Development of Higher Psychological Processes, Vygotsky described Zone of Proximal Development (ZPD) as "the difference between an individual's actual level of development as measured by autonomous problem-solving and their prospective level of development as measured by collaborative problem-solving with classmates who are more advanced."[42]

The ZPD describes the learner's current or real degree of development as well as the next level that can be attained through the use of semiotic aids, a mediating environment, and the facilitation of an experienced adult or peer. According to this theory, learning occurs most effectively when people collaborate with one another. Learners integrate new ideas, psychological techniques, and skills when they work together

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[41] Piaget, J, & Dewey, Levvdanj Konstruktivisme Dalam Perspektif Para Ahli: Giambattista Vico, Ernst Von Glasersfeld. *ojs.abkinjatim.org*, https://www.ojs.abkinjatim.org/index.php/ojspdabkin/article/view/92

[42] Shabani, K, Khatib, M, & Ebadi, S (2010). Vygotsky's zone of proximal development: Instructional implications and teachers' professional development.. *English language teaching*, ERIC, https://eric.ed.gov/?id=EJ1081990

with more experienced individuals.[43]

Social Learning Theory has grown to be one of the most popular theories of learning and development. It is based on many of the fundamental ideas of conventional learning theories. Due to its integration of motivation, memory, and attention, it is frequently referred to as the link between behaviorist and cognitive learning theories.[44]

Bandura thought that in this instance direct reinforcement could not account for all forms of learning. Since humans can learn new information and behaviors by seeing others, he included a social component to his theory to support this claim. These components of the theory propose three general rules for learning from one another. SLT shows that people learn from one another through observation, imitation, and modeling.[45]

5. Discussion method

a. The definition of discussion method

In general, a "discussion" could be considered as an activity that contains the written or spoken statement of several points of view in a particular circumstance.[46] Group discussions have their roots in a variety of active learning methods designed to increase students'

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[43] Shabani, K, Khatib, M, & Ebadi, S (2010). Vygotsky's zone of proximal development: Instructional implications and teachers' professional development.. *English language teaching*, ERIC, https://eric.ed.gov/?id=EJ1081990

[44] Muro, M., & Jeffrey, P. (2008). A critical review of the theory and application of social learning in participatory natural resource management processes. *Journal of environmental planning and management, 51(3), 325-344.*

[45] Bandura, A. (1965). Influence of models' reinforcement contingencies on the acquisition of imitative responses. *Journal of personality and social psychology, 1(6), 589.*

[46] Cashin, W.E. (2010*). Effective Lecturing*. IDEA Paper No. 46. Manhattan, KS: The IDEA Center.

enthusiasm for their subjects by giving them significant control over the process of learning.[47] The discussion has the contribution and value in fostering students' achievement. To suit a wide range of scenarios, discussion method can be structured and coordinated in a number of different ways.[48]

The discussion approach is a method of learning that includes testing-like questions. To determine what the students have learnt and what needs to be taught, a teacher may ask a series of questions. Testing is another example of inquiry in action. To determine whether or not a student understood previously taught content, a teacher will assess the student's level of understanding. Discussion is built on the assumption that increasing the knowledge and thoughts of many people increases the possibility of finding solutions or answers to particular problems or themes.

b. Types of discussion method

Group discussions are available in two types; "Large-group discussion" and "small-group discussion".[49]

1) Large-group discussion

During a large-group discussion, every student in the class who is participating in the discussion participates. The teacher

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[47] Bennett, J, Hogarth, S, Lubben, F, et. al. (2010). Talking Science: The research evidence on the use of small group discussions in science teaching. *International Journal of Science Education*. https://doi.org/10.1080/09500690802713507

[48] Hamann, K., Pollock, P. H., & Wilson, B. M. (2012). Assessing student perceptions of the benefits of discussions in small-group, large-class, and online learning contexts. *College Teaching*, *60*(2), 65-75.

[49] Yanse, S. (2016). Students' Perceptions on The Use of Group Discussion and Their Engagement in The Speaking Sessions of CLS I. *Sanata Dharma Univeristy: Yogyakarta*.

guides the students during the discussion. This type of corresponding section can occasionally be challenging to handle due to the large number of members. It could be difficult for the teachers to lead the class. This type of discussion is facilitated by teachers. Teachers can thus engage in a range of activities, such as explaining, illustrating, and summarizing the subject, as well as asking and answering questions from students.

2) Small-group discussion

Students will benefit from small-group discussions because they become more involved and engaged in the broader group discussion. The group typically consists of between five to ten people. Students have more opportunities to express themselves when they are placed in small groups. There are adequate possibilities for students to take part in group discussions. It could therefore help them improve their interpersonal communication abilities with other group members.

When compared to standard teaching approaches, Johnston claims that small group discussion is one of the alternatives for enhancing and deepening students' learning and problem-solving abilities. In a small group discussion, three or more people engage in face-to-face interaction, either with or without a designated leader, so that each participant influences and is impacted by other members of the group.

B. **Previous Research Studies**

To see if there were any studies that were relevant to this study, the researcher looked at previous papers. The following research findings are several studies that relevant to this research.

The first previous research study is from a journal by Martha Nyikos and Reiko Hashimoto with the title is "*Constructivist Theory Applied to Collaborative Learning in Teacher Education: In Search of ZPD.*" The researchers in this study investigated written statements regarding cooperative learning made by graduate-level learners participating in a group project using a constructivist framework. The study investigated the extent to which the spontaneous interactions that take place during group work on a final project may be explained by constructivist theory, in particular the idea of zone of proximal development (ZPD). The key conclusions focused on power relations, the division of labor, the assumption and reversal of roles, the desire for challenge, language used to convey these concerns, and the necessity of social engagement to give constructivist ideas substance.[50]

The second previous research study is from a journal by Alona Medalia Cadiz-Gabejan with the title is "*Enhancing Students' Confidence in an English Language Classroom.*" The researcher in this study has been discovered that second language learners frequently demonstrate passive behavior in language classes and classrooms. It is important for English teachers to boost their students' self-confidence in the globalization era so that they are capable of actively participating in speaking classroom activities.

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[50] Nyikos, M., & Hashimoto, R. (1997). Constructivist Theory Applied to Collaborative Learning in Teacher Education: In Search of ZPD. *The Modern Language Journal, 81, iv.*

Based on this problem, the study set out to look at the methods that may be used to increase the students' speaking confidence. By using quantitative analysis in accordance with the confidence questionnaire, the views and perceptions of the learners' development of confidence were determined. The study's findings showed that include more speaking activities in the classroom led to an improvement in the students' confidence. Encouragement for students to work cooperatively with their peers increased their self-assurance.[51]

The third previous research study is from a journal researched by Listyani – Listiyani and Lavani Satya Kristie with the title is "*Teachers' Strategies to Improve Students' Self-Confidence in Speaking: A Study at Two Vocational Schools in Central Borneo*". The results and discussion revealed that the four teachers at the two vocational schools in Tamiang Layang employed four ways to assist the speaking class participants. The first tactic involved role-playing, where students took on various personas and rehearsed having conversations with their partners. This exercise can help children speak more and broaden their vocabulary. Small-group discussion comes next. Students were required to talk and engage in conversation with one another as part of this activity. The activity made the kids more engaged in class and improved their pronunciation. Then, story-telling is used as the third strategy.[52]

The fourth previous research study is from a journal researched by

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[51] Cadiz-Gabejan, AM. (2021). Enhancing Students' Confidence in an English Language Classroom. *International Journal of English Language Studies (IJELS). Vol. 3.*

[52] Listyani, L., & Kristie, L. (2018). Teachers' Strategies to Improve Students' Self-Confidence in Speaking: A Study at Two Vocational Schools in Central Borneo. *Register Journal*, 11, 139. https://doi.org/10.18326/rgt.v11i2.139-153

Syitiana V. Tsymbal with the title is "*Enhancing students' confidence and motivation in learning English with the use of online game training sessions*". The results gained showed that employing Kahoot training sessions was beneficial in raising students' self-confidence and motivation in studying English. Only 6% of students responded in the descriptive questions that they had not developed their confidence and that their enthusiasm in learning English had remained low throughout the training sessions.[53]

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[53] Tsymbal, S. V. (2019). Enhancing students' confidence and motivation in learning English with the use of online game training sessions. *Інформаційні технології і засоби навчання*, (71, № 3), 227-235.

CHAPTER III

RESEARCH METHOD

A. Research Design

This study used the descriptive qualitative research approach. The fundamental characteristic of qualitative research is that it looks at how people interpret their own concrete, actual experiences in their personal minds and words before analyzing those interpretations in the context of a behavioral science, for instance, psychology, sociology, politics, education, health sciences, or, more recently, business and management, decision-making, or innovation.[54] In order to help the researcher understood social and cultural phenomena, qualitative research approach was established in the social sciences. It had to do with data, which frequently took other forms than numerical ones.

The method was chosen as a qualitative research approach because it strengthens a comprehending and interpreting of significance along with the intentions affecting human interaction. Inductive qualitative research aimed to get a deeper understanding of an individual's or group's experience.

The researcher used a case study design for this study. The case study research technique is "an empirical investigation that investigates a contemporary phenomenon in its real-life environment, when several data sources are used and when the limits between phenomena and circumstances

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[54] Cropley, A. J. (2022, updated, revised, and enlarged edition). *Qualitative research methods: A practice-oriented introduction.* (open access – doi: 10.13140/RG.2.1.3095.6888/1)

are not immediately apparent."[55]

B. Researcher's Role

The researcher observed the teaching and learning process in the classroom. After gathered and analyzed the data, the researcher presented the data in the form of descriptions. The qualitative research task or aim was to provide an organized and thorough overview of the information under investigation. The primary research tool was the researcher herself, and the analysis was verbal in character.

In this study, the researcher took on the role of an observer and a passive participant, interacted with the subjects' activities to gather the data and effectively organized it. The collected data were examined, interpreted, and reported on by the researcher. As a result, the researcher solely documented what occurred in the setting by took field notes and collected other types of documentation evidence, rather than merely observing it or having participants in it.

C. Research Setting

The researcher decided to choose MTsN 2 Ponorogo, which located at Jl. Ki Ageng Mirah No.79, Japan, Babadan, Ponorogo, East Java. The reasons of selecting this school were as follows:

1. MTsN 2 Ponorogo is a national and international-curriculum based school where students should be able to speak English.

2. The council of professional team teachers at MTsN 2 Ponorogo support

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[55] Robert K. Yin. (2014). *Case Study Research Design and Methods (5th ed.).* Thousand Oaks, CA: Sage. 282 pages.

and actively use English in the school's curriculum.

3. There are some of the programs and activities that applied at MTsN 2
Ponorogo. Activities include delivering vocabulary, language adventure,
English camp, and outdoor study.

4. There were two competitions had been participated and won by a student
of MTsN 2 Ponorogo. These competitions were English language
competition and news anchor which was held in Ponorogo, 2022.

D. Data and Data Source

1. Primary data source

Primary data are the data obtained by the researcher, such as
observations, interviews, and specifically designed to understand and solve
the statement of the problems.[56] All information collected by the
researcher from the subjects served as the basis for the data in this study.
The data came from participant records, activity transcripts, and field notes
taken during observations. These data were related to the enhancing
students' confidence by using discussion method in speaking skill of the
8th graders at MTsN 2 Ponorogo.

2. Secondary data source

The perspective of a non-observer stands between the occurrence
and the recipient of the document in secondary sources. A newspaper
reporter's published account of a school board's meeting is a primary
source if they were there. The published report is a secondary source if the

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[56] Wagh, S. (2023). *Public Health Research Guide: Primary & Secondary Data Definitions*. Benedictine University Library.

reporter used the meeting or an interview with a respondent to prepare it. History books, encyclopedia articles, and research review papers are typical examples of secondary sources.

The researcher consulted documents, books, and journals about the learning styles, cognitive ability, and methods related to the students' preferences in the 8th International Class Program (ICP) at MTsN 2 Ponorogo to support the primary data and to get better understanding in enhancing students' confidence by using discussion method in speaking skill of the 8th graders at MTsN 2 Ponorogo.

E. Data Collection Technique

There are many different types of data collection techniques, including tests, questionnaires, observations, interviews, and documentations. In this qualitative study, the researcher collected the data by using observations, interviews, and documentations. Data for qualitative research are frequently collected in the field in the location where the researcher met the subject or problem being studied.

1. Observation

As the name implies, observation is a method of gathering data through observation.[57] Because the researcher had to tried to involve herself in the situation where the respondents were while taking notes and/or recording. This data collection technique was categorized as a research philosophy refers. Observation in data collection technique

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[57] Dudovskiy, J. (2022). *The Ultimate Guide to Writing a Dissertation in Business Studies: A Step-by-Step Assistance (6th edition)*. New York: Sage Publications.

include watching the subject, listening to what the researcher wanted to investigate, reading the data of students' learning records, touching, and capturing phenomena of the subjects' behavior and characteristics. Observation provided direct access to studies on phenomena, a high degree of design appropriate, and an irreversible record of phenomena that linked to this study.

The researcher did the research through observing the learning process taught by the teacher in the classroom two times and how the teacher managed the students to study English by using discussion method. Then, the researcher tried to find how cooperative students and the teacher in enhancing students' confidence by using discussion method in speaking skill.

2. Interview

Interview method is used to get deeper understanding from the interviewees based on the topic of the research that might be missed in the observation.[58] Besides, the accuracy of the data collected obtained by interviewing the interviewees.

The researcher interviewed the English teacher and students of 8th ICP MTsN 2 Ponorogo based on the interview guidelines in order to get better understanding on the learning process by using discussion method to enhance students' confidence in speaking skill.

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[58] Roulston, K, & Choi, M (2018). Qualitative interviews. *The SAGE handbook of qualitative data.*

3. Documentation

Documentation is one technique for collecting qualitative data that involves viewing or analyzing documents created by the subject or others about the subject. Documentation is a way that qualitative researchers can use to obtain an overview from the subject's point of view through a written medium as well as other documents written or made directly by the subject concerned.[59]

In order to get the accurate data, the researcher collected the data of the subjects that have been documented by the teacher, such as students' records of the speaking score, graph, and other data related to this study.

F. Data Analysis Technique

The most difficult and intriguing aspect of qualitative research is data analysis. Data analysis in this qualitative research were to examine and assess enormous volumes of field notes, interview transcripts, audio recordings, video data, reflections, or information from documents. Data reduction and organization, synthesis, searching for significant patterns, and importance discovery were all part of analysis. To produce explanations, theories, or new questions, the researcher arranged anything that have been observed, heard, read, and made efforts to make sense of it.

G. Data Validation

By using information collected from a variety of data sources, qualitative research might enhance the credibility of its research conclusions.

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[59] Herdiansyah, H. (2012). *Metode Penelitian Kualitatif*. Jakarta: Salemba Humanika.

Researcher utilized the triangulation technique to collect accurate and valid data. In order to increase the measure of validity or to enhance the validity of research studies, the triangulation method was proposed as a methodology to compare the results of several methodologies to a single unit of study. Triangulation used to triangulate data collection methods, investigators, theories (including methodological variations that took into consideration between-method and within-method approaches), and data sources.

In qualitative research, the term "*triangulatio*n" now refers to a multi-method approach to data collection and data analysis. Although, it also applied to source data, triangulation was most frequently utilized in data collecting and analysis approaches.

In this study, the data sources were triangulated by the researcher. The researchers utilized the triangulation methodology to examine information collected from an investigation of the students' confidence in speaking skill by using discussion method in an international class program at MTsN 2 Ponorogo. Even though there was no objective "truth" or "reality" that qualitative researcher could ever capture, to increase the "credibility" of the results, the researcher employed variety of techniques.

H. Research Procedures

The four steps of this research were as follows:

1. Planning

   This step includes setting up the research plan, selecting the research location and subject of study, acquiring permission, planning

observations, preparing instruments, and doing something to preserve the research ethic.

2. Application

In this step was being aware of the research's planning, went into the field, and interacted with the subject while collecting the data.

3. The Data Analysis Process

It involved analyzed the data and observed the teachers and students in learning process.

4. Research Report

The researcher analyzed the study of enhancing students' confidence by using discussion method in speaking skill by wrote a research report in the form of a thesis.
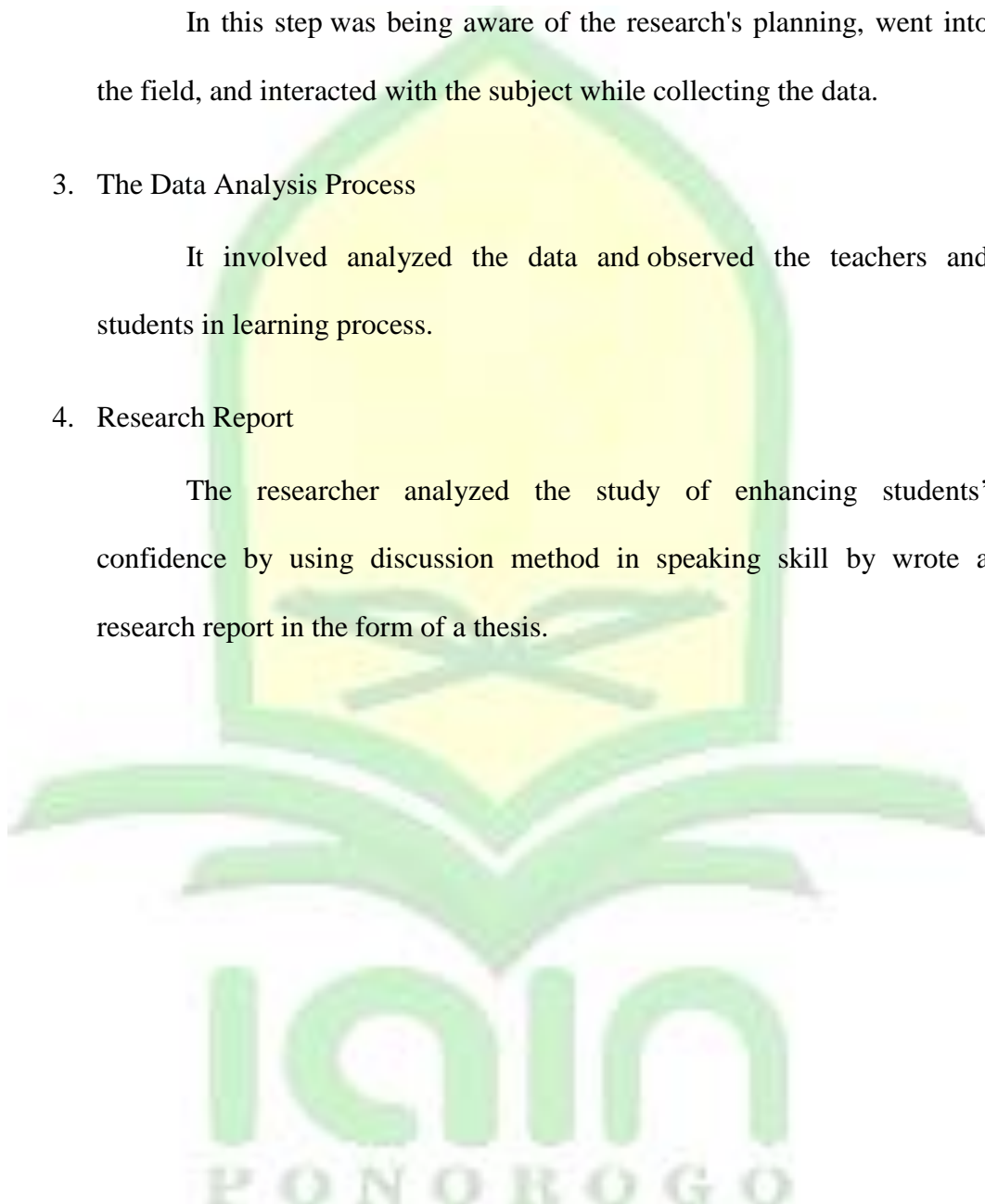
CHAPTER IV

FINDINGS AND DISCUSSION

A. General Data

1. The Historical Background of MTsN 2 Ponorogo

Madrasah Tsanawiyah Negeri (MTsN) Ponorogo which is one of the second State Madrasah Tsanawiyah which was established in Ponorogo Regency since 1980 based on Decree Minister of Religion of the Republic of Indonesia Number 27 of 1980 dated 31 May 1980, since the founding of MTsN Ponorogo until now, experienced leadership changes of great figures as following:

1. H. Muslim, BA

2. Drs. Abdullah

3. H. Kustho, Ba

4. Drs. Sumardi Al Basyari

5. Drs. H. Imam Asngari SH, M.Pd.

6. Drs. H. Sutarti Kerim

7. Drs. Moch Haris, M.Pd.I.

8. Drs. Tarib, M.Pd.I.

Under the leadership of the principal figures above, the Madrasah Tsanawiyah Negeri Ponorogo showed an increase in quality and existence in religious character education. And we hope that by getting older, we

will be able to make the best contribution to the spread of Islam and the progress of science and technology based on the stability of faith and piety. Over time this madrasa continues to make efforts to improve quality. One form of effort to improve the quality of education and teaching at Madrasah Tsanawiyah Negeri 2 Ponorogo is the Provision of Sports Facilities and Madrasa Parking. With various quality improvement programs, madrasa can improve the form of education services to all students, both regular, bilingual, accelerated, and ICP; at the same time being able to optimize all the potential possessed by students of Madrasah Tsanawiyah Negeri 2 Ponorogo. In order to realize the ideals above, all existing components are always determined to always unite the vision and mission and cohesiveness, so that a conducive atmosphere can be created so that the teaching and learning process goes according to what is aspired together.

2. **Vision, Mission, and Goals of the Madrasa**

    a. Vision of MTsN 2 Ponorogo

    The realization of madrasa with achievement, excellence in language, science, and technology, and care for the environment based on faith and taqwa.

    Indicator

    1) Obey Islamic teachings, particularly the five daily prayers and other acts of worship.

    2) Behave Islamically in daily life in accordance with the noble ideals and morals, especially becoming accustomed to doing good.

3) Improving student accomplishment in a multitude of ways field in each year included therein participate in existing events.

4) Recognize the significance of a clean and healthy living culture that is environmentally sound.

b. Mission of MTsN 2 Ponorogo

1) Developing good attitudes and behaviors in accordance with Islamic and national cultural values.

2) Create an international standard curriculum for MIPA, English, and Arabic language subjects by implementing or modifying developed-countries curriculum.

3) Carry out learning using a variety of sources (multiple resources) and information and communication technology (ICT).

4) Actively participate in the learning process by being innovative, imaginative, effective, cooperative, communicative, and encouraging to students.

5) Promoting a sense of social and environmental consciousness, as well as physical and cultural environment.

6) Nurturing a spirit of competitiveness in a variety of fields for all madrasa residents.

7) Cultivate the potential and inventiveness of madrasa residents who are excellent and capable of competing at the regional, national, and international levels.

8) Implement Madrasah-Based School Management (MSBM) in a professional and direct manner through involving all madrasa

citizens and institutions associated parties in the form of an MOU.

9) Establish MOUs with superior schools/madrasas and universities as development support institutions, human resources, curriculum, and activities teaching and learning.

In accordance with the madrasa's vision and mission, the completion of infrastructure (classrooms, laboratories, gymnasiums, boardrooms, meeting rooms, etc.) is expected to encourage the achievements of students and madrasa residents in general, so that madrasa residents are able to accomplish the vision and mission of MTsN 2 Ponorogo in the short, medium, and long term, because the Vision and Mission are a description of the Madrasa in the future.

c. Goals of MTsN 2 Ponorogo

The expected goals of education implementation in Madrasah Tsanawiyah Negeri Ponorogo are as follows:

1) Fulfill the needs of students who have special features in terms of cognitive growth and effectiveness.

2) Fulfill students' human rights in accordance with their own educational needs.

3) Enrich students' intellectual interests and future perspectives

4) Fulfill students' self-actualization needs.

5) Considering students' roles as assets for the community and societal needs for role accomplishment.

6) Empowering students to be future leaders.

7) Establish MTsN Ponorogo output and outcomes of better quality.

8) Enable students with above-average ability to complete the educational program and learn faster.

3. **Brief Profile of the School/Madrasa**

School Name : MTsN 2 Ponorogo

Address : Jl. Ki Ageng Mirah No. 79, Japan, Ponorogo, East Java

School Status : State

School Statistics Number (NSM) : 121135020002

Year Established : 1980

Land Status : Privately Owned

Headmaster Name : Drs. Tarib, M.Pd.I.

Madrasa Headmaster's SK : 4485/Kw.13.1.2/Kp.07.6/11/2016

Table 4. 1. Madrasa Profile

No.	Sub Variable	Reality
1.	Madrasa Name	Madrasah Tsanawiyah Negeri 2 Ponorogo
2.	SK Number	No. 27 Year of 1980
3.	Address: Province	East Java
	Regency	Ponorogo
	Sub district	Babadan
	Ward	Ds. Japan
	Street	Jl. Ki Ageng Mirah No. 79
	Postal Code	63491
	Telephone/Fax	(0352) 461227
4.	Status	State
5.	SK Publisher	Minister of Religious Affairs
6.	Used School Building	Privately Owned
7.	Learning Time	Morning

4. **Students Data**

Table 4. 2. Data on the Total Number of MTsN 2 Ponorogo Students

NO.	CLASS PROGRAMS	NUMBERS OF THE STUDENTS			TOTAL
		7th Graders	8th Graders	9th Graders	
1.	International Class Program	27	28		55
2	Acceleration Class			24	24
3.	Bilingual Class	167	136	166	469
4.	Regular Class	154	158	160	472
Numbers of the Students					1020

5. **Teachers Data**

Table 4. 3. Data on the Total Number of MTsN 2 Ponorogo Teachers and Educational Staff

NO.		EMPLOYMENT STATUS	TOTAL
A.		**Teachers**	
	1.	Kemenag PNS Teachers	48
	2.	Honorary Teachers	22
	Total Number of Teachers		70
B.		**Administrative Staff and Educational Technicians**	
	1.	PNS	3
	2.	PTT	13
	Total of Educational Staff		16

B. **Data Description**

The research results presented in this sub-chapter were obtained at research location through data collection techniques such as observation, interviews, and documentation. According to the findings of a study done at MTsN 2 Ponorogo regarding the enhancing students' confidence by using discussion methods in speaking skills of the 8th graders at MTsN 2 Ponorogo, the researcher will describe the data that has been obtained as follows:

1. **The Implementation of Using Discussion Method to Enhance Students' Confidence in Speaking Skill.**

The discussion method is a popular teaching method used to enhance students' confidence in speaking skill. This method is also known as the method most preferred by students when carrying out learning

activities in class and outside of class. In this study, the researcher found the implementation of discussion method used to enhance students' confidence in speaking skill at 8th ICP MTsN 2 Ponorogo that has been conducted through observation, interview, and documentation as follows:

Based on the results of the observation that the researcher conducted in class 8 ICP, Thursday, April 6 2023, the researcher found that environmental atmosphere at 8th ICP supported teaching and learning activities in the classroom. This is done to make students feel safe in expressing their opinions without fear of criticism.

Figure 4. 1. Students of 8th ICP.

The researcher continued with the results of observations on Tuesday, April 11, 2023 where learning activities were carried out using discussion method. First of all, the teacher provided a simple topic that appropriated to the learning material and that students could easily related to make them comfortable in discussing. After that, the teacher gave directions to the students on the procedures for discussing and divided the

students into 4-5 students in each group. In this discussion method, small group discussions had been chosen which made it easier for students to deepen the topic of discussion with classmates in a smaller scope. This aimed to provide opportunities for students to speak and minimize the occurrence of intimidation between individuals or groups.

Discussion activities in class carried out in a structured manner and students were disciplined according to the rules given by the teacher previously. Students discussed each group in their respective order and continued with feedback from other group members. Teachers also provided feedback to students. Today's activities ended with self-reflect and self-assess where the students reflect on their performance in discussing and identified their strengths and things they would like to improve to growth better in the future.

Figure 4. 2. Students with English Teacher, Mr. Sofyan Alfatah.

The data of the interview conducted on Saturday, April 4 2023, the researcher asked the 8th ICP English teacher, Sofyan Alfatah, S. Pd., which

the question was about types of classroom speaking performance[60] and which type(s) he applied when teaching speaking skills. In the interview, Mr. Sofyan said: "Responsive and interactive are types of classroom speaking performance which applied in the classroom, because it makes it easier for students to be able to invite them to be more active in speaking English".[61]

The researcher also asked the type of discussion that applied in learning speaking skill and the reason why. Mr. Sofyan said: "The type of discussion applied to learning speaking skill is small group discussion method. It is because students are easier to coordinate".[62]

To get deeper understanding, the researcher asked Mr. Sofyan about how he, as the English teacher, encouraged his students to speak English using discussion method so as to enhance students' confidence in speaking skill. Mr. Sofyan said: "To enhance students' confidence in speaking skill, we provide a case or problem-based basis so that students can learn to discuss it and solve the case by discussing in English".[63]

Mr. Sofyan also stated that: "The strategy in helping students who have less confidence to be more confident are by providing individual reinforcement and training first and then in small groups to further enhance self-confidence." And, "Factors that have the potential in

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[60] Leong, L.-M., & Ahmadi, S. M. (2017). An Analysis of Factors Influencing Learners' English Speaking Skill. International Journal of Research in English Education, 2(1), 34–41. https://doi.org/10.18869/acadpub.ijree.2.1.34

[61] Interview with Mr. Sofyan Alfatah, S. Pd. at MTsN 2 Ponorogo.

[62] Interview with Mr. Sofyan Alfatah, S. Pd. at MTsN 2 Ponorogo.

[63] Interview with Mr. Sofyan Alfatah, S. Pd. at MTsN 2 Ponorogo.

enhancing students' confidence in speaking skill are the ability to master a lot of vocabularies and conversation".[64]

In addition, the researcher asked about the results of the evaluation of students' speaking ability after using the discussion method in enhancing students' confidence. Mr. Sofyan said: "The result of the evaluation of students' speaking ability after using the discussion method in enhancing students' confidence impacted to the good progress of learning English in the classroom".[65]

2. **The Mental Supporting Factors and the Social Supporting Factors in Enhancing Students' Confidence by Using Discussion Method in Speaking Skill.**

Enhancing students' confidence in speaking skill through the discussion method involves not only pedagogical strategies but also mental and social supporting factors. In this study, the researcher conducted the data through observations, interviews, questionnaires, and documentations as follows:

a. **Mental Supporting Factors**

Based on the results of the observation that the researcher conducted in class 8 ICP, Thursday, April 6 2023, students were more likely to be involved and felt confident when the topics of discussion match their interests and experiences. Selection of topics related to students' lives motivated them to actively participate in discussions. Allowing students to speak on selected topics or aspects fostered a

[64] Interview with Mr. Sofyan Alfatah, S. Pd. at MTsN 2 Ponorogo.
[65] Interview with Mr. Sofyan Alfatah, S. Pd. at MTsN 2 Ponorogo.

sense of ownership and autonomy. When students realized that they had control over their learning, they tended to be happy to participate in class discussions. In addition, a positive learning environment was also an internal factor, namely by creating a supportive and inclusive classroom where this is crucial. The teacher created a positive atmosphere encouraged students to take risks and speak up with confidence. In this observation, the researcher found that there was constructive feedback which helped students understand their strengths and what they needed to improve. The teacher provided feedback that aimed to help students build their speaking skill.

Then, the researcher conducted the data from the observation, Tuesday, April 11, 2023, the teacher provided discussion topics to test students' speaking skills by dividing one class into several groups consisted of 4-5 students. Students seemed very comfortable talked in small groups before addressing to the whole class. This suggested that the discussion activities provide a lower-pressure environment for speaking training and generate meaningful discussions. Then, discussion activities in class at this meeting ended with learning, namely peer interaction with classmates, such as provided constructive feedback, supported, and shared each student's ideas, as well as created a collaborative learning environment.

Figure 4. 3. Students Discussing in a Small Group.

The data of the interview conducted on Saturday, April 4 2023, the researcher asked the 8th ICP English teacher, Sofyan Alfatah, S. Pd., which the question was about the students who have a high level of confidence and how the teacher measure the students' speaking ability. In the interview, Mr. Sofyan said:

> All of the ICP students are interested in learning English because they already know that in ICP, the priority is English. To measure students' speaking ability, we used to invite students to talk during teaching and learning activities and outside of teaching and learning activities. So, they will gain more confidence in expressing their ideas. This can help them not only to express their ideas, but also they can discuss it in groups which we use in the learning process.[66]

Based on the results of the interview above, students tend to dare to convey their thoughts or ideas in front of the class both individually and in groups. The existence of a stimulus from the teacher to encourage students to speak up is one of the internal factors

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[66] Interview with Mr. Sofyan Alfatah, M. Pd., April 4, 2023 at MTsN 2 Ponorogo.

of a real form of teaching and learning environment that supports students to speak in enhancing their confidence.

Mr. Sofyan also confirmed that: "Factors that have the potential in enhancing students' confidence in speaking skill are the ability to master a lot of vocabularies and conversation".[67]

In the statement above, vocabulary and conversation are the internal factors that must be owned by students so they can understand and improve their speaking skills. If students have mastered these two things, then they will be able to easily express their ideas.

The questionnaire was used to explore the data more deeply after the researcher did the interview. This aimed to get detail and clear information by the students about enhancing their confidence by using discussion method in speaking skill. This questionnaire used *Likert* scale which consisted of 10 statements.[68]
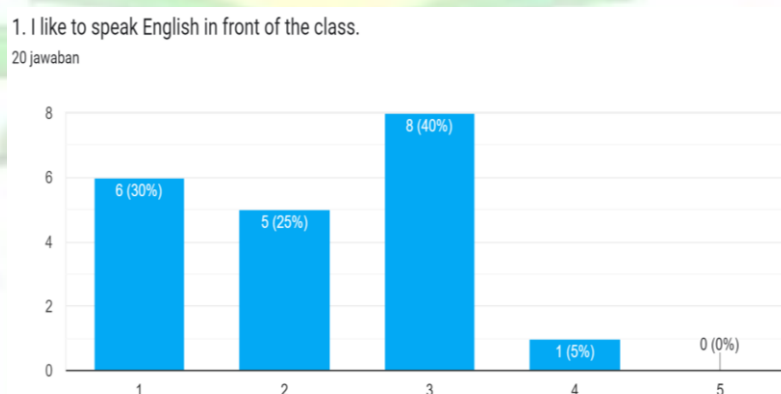
Figure 4. 4. Students Questionnaire

Based on the data above, 30% of students stated that they enjoyed speaking English and 40% of students stated that they were in

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[67] Interview with Mr. Sofyan Alfatah, M. Pd., April 4, 2023 at MTsN 2 Ponorogo.
[68] Questionnaire transcript conducted on August 29, 2023 by using Google Form.

the neutral sides. This showed that to speak English, students did it on encouragement from within each of them without any pressure from other parties.
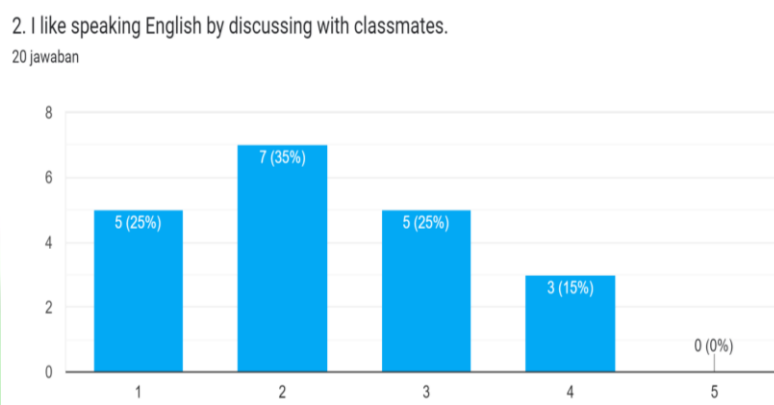

Figure 4. 5. Students Questionnaire

Based on the data above, 35% of students stated that they enjoyed speaking English by discussing with classmates. It means, the discussion method was a method that was of interest to students in enhancing their confidence.

Figure 4. 6. Students Questionnaire

Based on the data above, 50% of students stated that they were neutral towards themselves who were afraid of making mistakes even though they could speak English confidently.

4. The discussion method is a suitable method for me in enhancing my confidence in speaking English.

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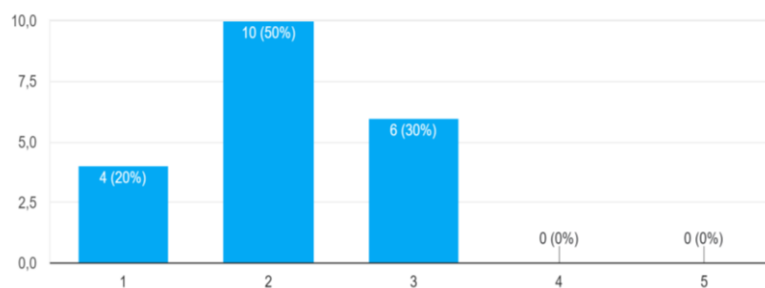
Figure 4. 7. Students Questionnaire

Based on the data above, 50% of students stated that they agreed that the discussion method was a suitable method for them in enhancing their confidence in speaking English.

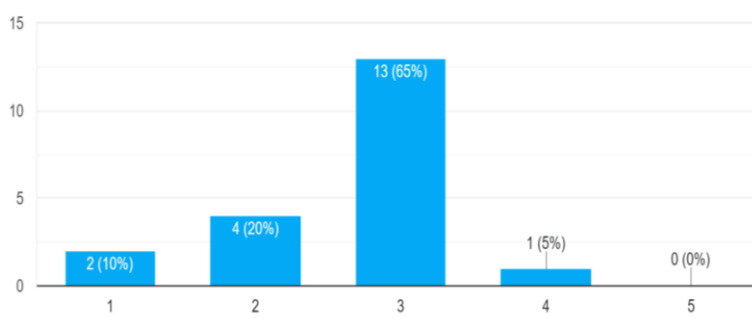5. When I speak English, I feel very confident.

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Figure 4. 8. Students Questionnaire

Based on the data above, 65% of students stated that they were neutral in feeling confident when speaking English. This showed that the students could still speak English although they were still not "very" confident.

6. I feel my interest and confidence in speaking English have increased since using the discussion method (for example, discussing in small groups with friends in class).
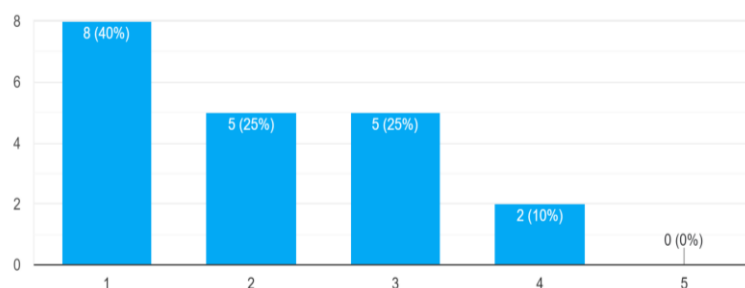
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Figure 4. 9. Students Questionnaire

Based on the data above, 40% of students stated that they strongly agreed that their interests and confidences in speaking English have increased since using the discussion method. For example, when they discussed in small groups in the classroom.

9. When the teacher gives a case or phenomenon to be discussed in a group, I feel happy because I can discuss it and am confident in expressing my opinion and speaking English.
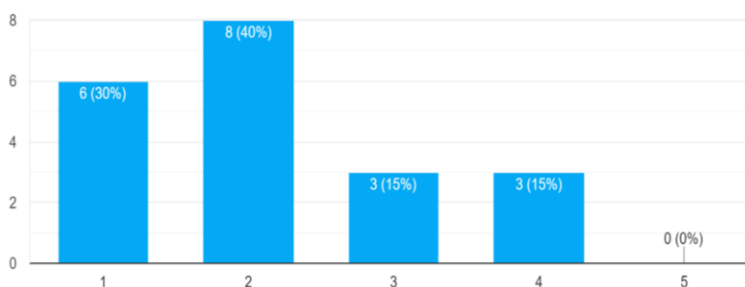
20 jawaban

Figure 4. 10. Students Questionnaire

Based on the data above, 40% of students stated that when the teacher gave them a case or a phenomenon to be discussed in a group, they felt happy because they could discuss it and were confident in expressing their opinion and speaking English.

10. I get a lot of benefits in speaking English with the discussion method so that my confidence increases.
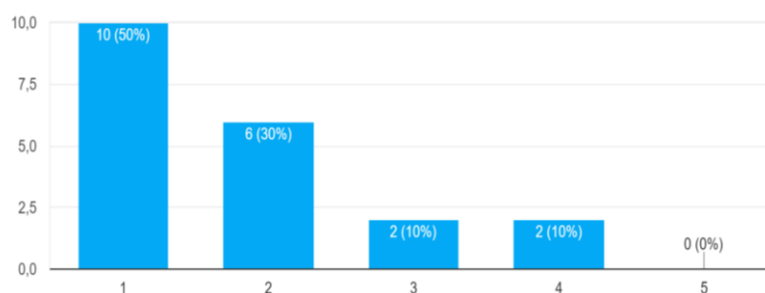
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Figure 4. 11. Students Questionnaire

Based on the data above, 50% of students stated that they strongly agreed that they got lots of benefit in speaking English with the discussion method so that their confidence enhanced.

b. **Social Supporting Factors**

Based on the results of observations from April 6, 11 and 13 2023, the researcher found that in applying the discussion method, clear instructions given by the teacher was the initial step for students to be able to understand and enhance their confidence. Meanwhile, teachers who supported and encouraged students to spoke play an important role because when students were asked to express their opinions, it would definitely have a positive impact on their confidence. In addition, discussion topics that linked or used related to something from the real-world or surrounding situations could enhance students' motivation and confidence.

The researcher found in activities at school when the researcher made observation, and it was true that cases or phenomena could enhance students' interest and they had critical-thinking toward that.

So, that in the discussion process, students could clearly express their thoughts with confidence. Opportunities that trained and enhanced students' confidence were also given by the teacher to the students, teachers also often invite students to talk in class to both fluent and quiet students.

Figure 4. 12. Students Discussing in a Small Group.

Figure 4. 13. Students Listening to the Teacher.

Figure 4. 14. Students Listening to the Teacher.

The results of the interviews collected on Saturday, April 4 2023, the researcher conducted interview with Mr. Sofyan Alfatah, S. Pd. as the English teacher of 8 ICP, and the researcher asked about extrinsic factors that can enhance students' self-confidence. The question asked was about the types of classroom speaking performance[69] that applied when teaching speaking skill and why he chose this type. Mr. Sofyan said: "Responsive and interactive are types of classroom speaking performance which applied in the classroom, because it makes it easier for students to be able to invite them to be more active in speaking English".[70]

This shows that in teaching speaking skills, the strategy used was a language audio strategy which best for the students' speaking skill.

In this interview, the researcher also asked how the teacher encouraged students to speak using the discussion method as an effort

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[69] Leong, L.-M., & Ahmadi, S. M. (2017). An Analysis of Factors Influencing Learners' English Speaking Skill. International Journal of Research in English Education, 2(1), 34–41. https://doi.org/10.18869/acadpub.ijree.2.1.34

[70] Interview with Mr. Sofyan Alfatah, S. Pd. at MTsN 2 Ponorogo.

to enhance students' confidence in speaking skill. Mr. Sofyan said: "To enhance students' confidence in speaking skill, we provide a case or problem-based basis so that students can learn to discuss it and solve the case by discussing in English".[71]

In addition, to emphasize the interest of students who still lack of confidence, the researcher asked the strategies used to help these students. Mr. Sofyan said: "The strategy in helping students who have less confidence to be more confident are by providing individual reinforcement and training first and then in small groups to further enhance self-confidence".[72]

Questionnaire is a way to get detailed data after doing an interview. The researcher collected the data through shared a questionnaire to the students of 8 ICP. The questionnaire used Likert scale and consisted of two statements.[73]
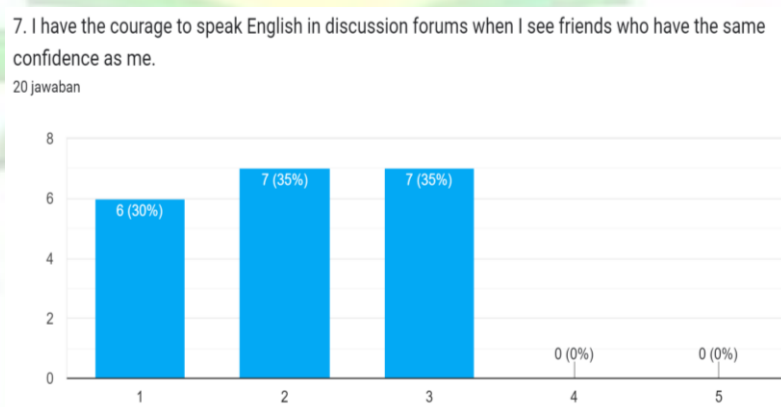

Figure 4. 15. Students Questionnaire

Based on the data above, 35% of students agreed that they

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[71] Interview with Mr. Sofyan Alfatah, S. Pd. at MTsN 2 Ponorogo.

[72] Interview with Mr. Sofyan Alfatah, S. Pd. at MTsN 2 Ponorogo.

[73] Questionnaire transcript conducted on August 29, 2023 by using Google Form.

have the courage to speak English in discussion forums when they saw their friends who had the same confidence as theirs and 35% said they were neutral to this statement.
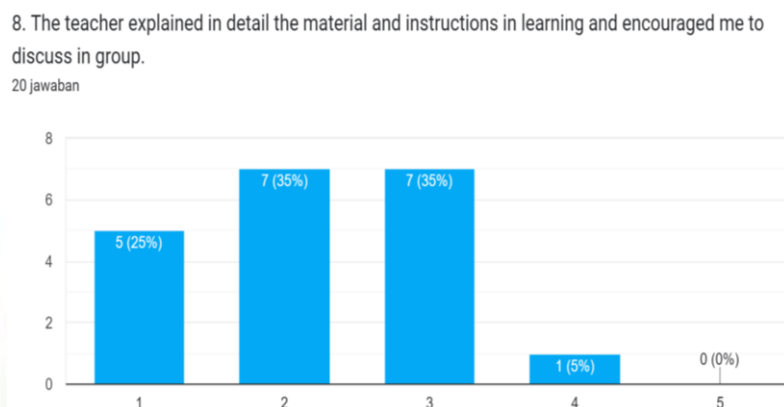
8. The teacher explained in detail the material and instructions in learning and encouraged me to discuss in group.

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Figure 4. 16. Students Questionnaire

Based on the data above, 35% of students agreed that when the teacher explained the materials and instructions in detail, it encouraged them to discuss in groups. Meanwhile, 35% said they were neutral to this statement.

C. Discussion

This sub-chapter would discuss the research findings along with theories and findings of previous studies. The researcher explained the research findings (chapter IV) and integrated them with relevant theories according to the theories in the literature review (chapter II). Following are the results of the discussion:

1. **The Implementation of Using Discussion Method To Enhance Students' Confidence in Speaking Skill.**

   This section describes the implementation of discussion method used to enhance students' confidence in speaking skill. Based on the

observations, the researcher found that a classroom atmosphere where students feel safe to express their opinions without fear of ridicule or criticism. The learning began with the choice of the topics for discussions with straightforward and relatable topics that students could easily related to. The teacher gradually increase the complexity of the topics as students be more comfortable. The discussion started with small group discussions rather than full-class discussions. Smaller groups could feel less intimidating and provide more opportunities for students to speak. This is related to the theory by Yanse which he stated "Students have more opportunities to express themselves when they are placed in small groups. There are adequate possibilities for students to take part in group discussions. It could therefore help them improve their interpersonal communication abilities with other group members".[74]

To encourage students in speaking, the teacher and also the students provided constructive feedback to their peers. This helped students develop their speaking skills by focusing on areas for improvement. After each discussion, students reflected on their performance and identified their strengths and areas they would like to improve. Encourage self-assessment to promote continuous growth. The variety of the topics in a wide range kept discussions engaged and relevant to students' interests and experiences. This can also help build their vocabulary and broaden their perspectives.

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[74] Yanse, S. (2016). Students' Perceptions on The Use of Group Discussion and Their Engagement in The Speaking Sessions of CLS I. *Sanata Dharma Univeristy: Yogyakarta*.

In order to provide good implementation of the discussion method, the teacher also gave support for students who might struggle with speaking skill. The teacher could also give extra practice sessions, one-on-one coaching, or additional resources as needed. Last but not least, provided constructive feedback on students' performance to help them identify areas for improvement. By implementing that, it can enhance students' confidence in speaking skill through the discussion method.

2. **The Mental Supporting Factors and the Social Supporting Factors in Enhancing Students' Confidence by Using Discussion Method in Speaking Skill.**

   a. **Mental Supporting Factors**

      This section describes the mental supporting factors and the social supporting factors in enhancing students' confidence by using discussion method in speaking skill. The researcher had conducted observation, interviews, questionnaires, and documentation to find these factors. Based on the results of observation, the researcher found that there were many students who were very enthusiastic when they were asked by the teacher to speak, especially if the topic to be discussed was something that suited the students' interests. Students also tend to feel confident when they were in a classroom environment with a supportive and inclusive atmosphere. Apart from that, feedback from the teacher could also enhance students' confidence and they could comfortably spoke up what was on their minds.

      In the interview results, Mr. Sofyan said that the factor that has

the potential to increase students' confidence in speaking skill was the students' ability to master a lot of vocabulary and conversation. The conversations there meant both during the learning process and outside of learning, as well as both individually and in groups. Then, in the questionnaire that was filled in by the students, the majority of them–as many as 8 students–said that they liked learning English, which means they did it with their own courage. When discussing with classmates, students agreed that this could enhance their confidence because they could discuss a topic first and then share it with the whole class. Although, there were 10 students (50% of the total number of students in the class) stated that they were neutral that they would feel afraid of making mistakes when speaking English, students could recognize themselves in what way they could be confident when speaking in front of the class, namely using the discussion method. As a result, the majority of students in class 8 ICP–8 students (40% of the total class)–stated that they strongly agreed that their interest and confidence had increased since using the discussion method in class. In addition, as many as 10 students (50%) admitted that they strongly agreed that they got many benefits in speaking English using the discussion method, therefore, their confidence enhanced.

Based on the research results above, it can be concluded that the majority of students feel confident in speaking using the discussion method where this feeling of confidence arises and increases because of their own will. This is in accordance with the self-concept and self-

esteem factors expressed by Ghufron.[75] With students' self-concept emerging as a result of interactions formed in groups, students' self-confidence will be formed and increased. A positive self-concept will develop into a positive sense of self which is called self-esteem. It is this self-esteem that determines the size of a person's self-confidence.

Meanwhile, according to Mubarok, he stated that mental factors affect a person's self-confidence. The mentality that exists within an individual is crucial and most important in determining whether a person will feel confident.[76] This is proven in the results of research conducted by the researcher where the majority of 8th ICP students felt that their confidence comes from within themselves.

2) **Social Supporting Factors**

In this section, the researcher would present the results of the findings that have been researched. The observation results showed that things related to the real-world and surrounding situations which were the topics of discussion in class discussions could enhance students' confidence in speaking. This is because by using this topic, students were able to explore many things from the situations around them and they could analyze these situations with their classmates, also the encouragement from the teacher influenced the emergence of students' courage in voicing their thoughts.

In the interview with Mr. Sofyan, the researcher asked about

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[75] Ghufron, M. N., & Risnawati, R. (2012). *Teori-teori Psikologi Cetakan III*. Yogyakarta: Ar-Ruzz Media.

[76] Mubarok, M. (2016). *Hubungan antara kepercayaan diri dengan kreativitas siswa kelas VIII SMPN 10 Malang*. Universitas Islam Negeri Maulana Malik Ibrahim.

the types of classroom speaking performance used in class. Mr. Sofyan said that he applied responsive and interactive types because with these strategies students would be easily invited to be more active in speaking in class. These types are in accordance with Leong and Ahmadi's statement which states that the responsive type is needed to understand and respond orally in a conversation. Meanwhile, the interactive type is a complex way of interacting which maintains interpersonal communication and language transactions.[77]

The methods used in class were grammar and audio methods. The purpose of the grammar method was to develop students' ability to understand reading and taught vocabulary which then followed by translation practice. Meanwhile, the purpose of the audio method was to provide conversation or dialogue to students using audio media. The best strategy for implementing it in the classroom was language audio strategy.

In addition, Mr. Sofyan also explained that to encourage students to speak, the teacher also provided a case or problem-based basis as an effort to enhance students' confidence, so they could discuss it and resolve the case through discussion.

Based on the results of the questionnaire, the majority of students–6 students (30%) strongly agreed and 7 students (35%) agreed–tended to have the courage to speak up when they saw

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[77] Leong, L., & Ahmadi, S. (2017). An Analysis of Factors Influencing Learners' English Speaking Skill. International Journal Of Research In English Education, 2(1), 34-41. https://doi.org/10.18869/acadpub.ijree.2.1.34.

classmates who had the same confidence as them. This showed that the existence of a positive environment and having equal interests with other students can affect students' confidence in speaking.

Based on the results above, one of the external factors that support students' in enhancing confidence in speaking using the discussion method was the experiences they experience or situations that occurred around them. According to the theory by Ghufron, he stated that one of the external factors that influenced an individual's self-confidence is experience. When someone fails, they tend to feel nervous, worried, afraid, embarrassed, inadequate, and so on. They often choose silence rather than take action because they are afraid of facing problems and feel unqualified.[78]

In contrast to the statement made by Ghufron above, 8th ICP students tend to improve and enhance their confidence in speaking when they made mistakes. Of course, there was also support from the teacher in providing direction and feedback to students. Mubarok said one of the factors that influence a person's self-confidence is a social factor.[79] This is in accordance with the results of research where the school environment and the students' classmates supported and enhanced students' confidence.

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[78] Ghufron, M. N., & Risnawati, R. (2012). *Teori-teori Psikologi Cetakan III*. Yogyakarta: Ar-Ruzz Media.
[79] Mubarok, M. (2016). *Hubungan antara kepercayaan diri dengan kreativitas siswa kelas VIII SMPN 10 Malang*. Universitas Islam Negeri Maulana Malik Ibrahim.

CHAPTER V

CONCLUSION AND RECOMMENDATIONS

A. CONCLUSION

Based on the results explained in chapter IV previously, the following conclusions can be drawn:

1. The implementation of using discussion method to enhance students' confidence in speaking skill. The implementation of the discussion method in class 8 ICP at MTsN 2 Ponorogo has been implemented well and has increased students' interest in learning and resulted in better speaking evaluation scores than before. With the discussion method, majority of the students feel that their confidence increases and if they make a mistake in speaking in a discussion forum or even in front of the class, the teacher or classmates will help the student to correct their mistake. The class learning used a responsive and interactive types of classroom speaking performance, therefore students will be able to easily understand the material and be more active in speaking English so that this can make students brave enough to voice their thoughts. Using this type of discussion in learning speaking skill, namely small group discussion, makes students more coordinated and does not feel inferior because discussion in small forums are made to make students comfortable and discuss a topic more deeply with a smaller scope.

2. The mental supporting factors and the social supporting factors in enhancing students' confidence by using discussion method in speaking skill.

    a. Mental supporting factors. The result of this study shows that the mental supporting factor in enhancing students' confidence is the desire from within each individual to be able to speak their minds, especially through discussion method.

    b. Social supporting factors. The result of this study shows that the social supporting factors in enhancing students' confidence by using discussion method in speaking skill are teacher and classmates where if students make mistakes, the teacher will help and provide feedback so that students can improve in the future. Likewise with their classmates who have an important role in the growth of students' confidence, especially if they get support to boost their confidence and continue to improve it to be better.

B. RECOMMENDATIONS

Based on the conclusions above, there are several recommendations as follows:

1. For MTsN 2 Ponorogo

Madrasa is expected to provide more learning activity programs using appropriate methods and structured in a structured manner so that students can develop more in speaking English.

2. For the students

Students are expected to be able to recognize their own abilities in

English and must be more active in participating in learning activities.

3. For the teachers

Teachers are expected to further improve their competence in teaching and create a unique and interesting learning method and atmosphere so that students are more enthusiastic about learning and speaking English.

4. For the future researchers

Suggestion for the future researchers to reach more informants and get deeper into interview questions in order to get broader, more descriptive and more representative results.

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