

**PROMOTING ENGLISH CONVERSATION CLASS IN
IMPROVING STUDENTS' SELF-CONFIDENCE**

THESIS

Submitted in Partial Fulfillment of the Requirement for Gaining
the Degree of Education Bachelor in English Language
Education



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RATIFICATION

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ABSTRACT

Title : Promoting English Club In Improving Students' Self-Confidence

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This study aims to describe the activities of English conversation class and the benefits of it. This study used qualitative descriptive method. The subject was the second higher English conversation class that consists of one teacher and 18 students. In conducting the study, researcher used participant observation to observe the whole class activities, interview one class teacher and six students of the class, and documentation. The result of the study explained the activities of English conversation class and described how the activities help students to improve their self-confidence growth through. Besides, this study result also told us the factors that influenced students' learning achievement and underline the benefits of English conversation class' activities. At the end, this study showed that English conversation class had the good impact on students' self-confidence.

Keywords: *English club, Self-confidence.*

MOTTO

“Orang yang sukses adalah orang yang mampu melewati dan menyelesaikan semua problem”

Dr. KH. Fadlolan Musyaffa', Lc., MA.

ACKNOWLEDGEMENT

Thanks to Allah, the most Gracious and most Merciful, who blesses the writer in completing this thesis. *Sholawat* and *Salam* are also delivered to our beloved Prophet, Muhammad SAW, who has guided us from the darkness era to the brightness era and brought us to the truth way of life. By the grace of Allah, this thesis entitled “*Promoting English Club in Improving Students’ Self-confidence*” was able to accomplish the requirement for gaining the Degree of Bachelor of English Language Education at Walisongo State Islamic University Semarang. This thesis also hoped to be the one of materials to learning English Education.

With all sincerities of the writer’s deepest heart, she realized that if there were no supports and motivations from people around her, she could not complete this thesis perfectly. Therefore, she would like to express her gratitude and her appreciations to:

1. Dr. KH. Ahmad Ismail, M.Ag as the dean of Education and Teacher Training Faculty
2. Sayyidatul Fadhilah, M.Pd as the head of English Education Department
3. Dra. Nuna Mustikawati Dewi, M. Pd. as the secretary of English Education Department
4. Dra. Hj. Ma’rifatul Fadhilah, M.Ed The one and only beloved advisor who always gives the valuable time,

guidance, correction and some suggestions during arranging and completing this thesis.

5. The deepest gratitude for all lecturers and staffs of English Education Department at Walisongo State Islamic University Semarang
6. My beloved parents, Bapak Ahmad Faizi and Ibu Fatimah. This thesis is dedicated to them who have given me the big opportunity to experience the study from kindergarten until university and support my life, their moral support, prayer and guidance to their beautiful daughter.
7. KH. Fadlolan Musyafa' and Ibu Nyai Hj. Fenty Hidayah, who have educated the writer with their love and patience till she has spirit in doing her study and completing her thesis.
8. The writer's sister, Hani Amaliya Ma'rufah who always support and love me.
9. The beloved husband, Ahmad Yasin who has given me support.
10. Miss Ainis, as a teacher that has supported and allowed me to get data in her class.
11. For my beloved kitchen squad, canteen squad, and adammart squad, my family in Semarang.
12. All the members of PBI –B 2016
13. All the members of Miss Ainis class
14. All my friends in Ma'had Al-Jamiah Walisongo and PPF

15. The last but not least, the one who always believes in me no matter what and those who cannot be mentioned one by one, who have supported the researcher to finish this thesis

The writer realizes that this thesis is still far from perfection, so that constructive suggestions and criticisms from all sides for the perfection of this thesis project are always accepted.

Finally, the writer expects that this thesis would be beneficial for the further study.

Semarang, December 2022

The writer,

Anisa Zakiyah

DEDICATION

In the name of Allah ‘*AzzawaJalla*, the Lord of this world, the beneficent and the merciful. No writing project is successful without patience and prayer of everyone whom actually it is not enough just writing their name on this thesis. Finally, this thesis is dedicated to them, but the foremost dedications are to:

- ❖ My beloved campus, UIN Walisongo Semarang especially Education and Teacher Training Faculty and English Education Department
- ❖ My beloved schools: SMK Syubbanul Wathon Tegalrejo Magelang, MTs Ma’arif Kejajar, and SD N 01 Parikesit.
- ❖ My beloved pesantren Pondok Pesantren Fadhulul Fadhlan
- ❖ My respectable and beloved father and mother (Bapak Ahmad Faizi and Ibu Fatimah), who always spread their affection, prayer, love and give their advices till the writer finished arranging this thesis. Thank you very much for giving the writer support.
- ❖ Honorable, DR. KH. Fadlolan Musyafa’, LC, MA. and Ibu Nyai Hj. Fenty Hidayah and the great family of Fadhulul Fadhlan Islamic Boarding School, who have become my guardian and family in Semarang. Thank you for guidance and valuable support.
- ❖ My beloved husband (Ahmad Yasin) who has supported to finish my thesis.

- ❖ My beloved sister (Hani Amaliya Ma'rufah) who always support each other to finish my thesis.

Thanks a lot, there is no words can express my gratitude but pray may Allah multiply the best rewards for all your kindness.

Semarang, December 2022

The writer,

Anisa Zakiyah

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CHAPTER I INTRODUCTION

This chapter explores the subchapter. It begins with the background of the research and the scope of the study. The next part presents the questions of the study, objectives of the study, and its significances of the study.

A. BACKGROUND OF THE RESEARCH

Language learning refers to the process of how human learning language. Yet learning language is complex because its diversity

وَمَا أَرْسَلْنَا مِنْ رَّسُولٍ إِلَّا بِلِسَانٍ فَوَمِهِ لِيُبَيِّنَ لَهُمْ ۖ فَيُضِلُّ اللَّهُ مَنْ
يَشَاءُ ۖ وَيَهْدِي مَنْ يَشَاءُ ۗ ۚ وَهُوَ الْعَزِيزُ الْحَكِيمُ¹

And We never sent a messenger save with the language of his folk, that he might make (the message) clear for them. Then Allah sendeth whom He will astray, and guideth whom He will. He is the Mighty, the Wise.(Q.S. Ibrahim verse 4)²

¹ <https://tafsirweb.com/4050-surat-ibrahim-ayat-4.html>

² <https://ayatalquran.net/2015/01/surah-ibrahim>

Based on the explanation above the institutions are required to provide programs, either inside class or outside class, that can best help students to maximize the learning achievement including language mastery as teachers are required to develop students' language skill integratively.³ Beside, students' ability in using English has become aspect to measure the reached goal of language learning.⁴ English conversation class (English club in Pondok Pesantren Fadhlul Fadhlun) is one of the examples of extracurricular that may help in finding and developing students' potential, and also give a social benefit in developing communication ability and contribution.⁵ As we expect, the result of learning English especially in extracurricular must be supporting students to develop their potency in many aspects.

Here, we will discuss that students' good achievement must be more than their score on their paper test. The way the students practice their language communicatively outside the

³ Rahmat Yusny, 'ELT IN INDONESIAN CONTEXT: Issues and Challenges', *Englisia Journal*, 1.1 (2013) , pg. 56.
<<https://doi.org/10.22373/ej.v1i1.140>>.

⁴ Republik Indonesia Permendikbud, 'UU RI Nomor 62 Tahun 2014', 53.9 (2014), 1689–99.

class is considered as one important aspect that cost a worth. In which it needs more than only cognitive skill achievement. Unfortunately not all students with high score in their paper test are confident enough to show off their English skill, some students have difficulties because lack of confidences. In which that issue, what students need is not only written materials but also skill to manage their psychological matters includes their self-confidence. Moreover, self-confidence has been primarily studied as an affective variable for language use and achievement.⁶

After all, providing English club as an extracurricular in school or institution could be one solution to give an extra time for students to master their English skill. Moreover, English club becomes popular nowadays, either in formal or informal form of education. In this case; study of an English club (an extracurricular) became very important. It is hoped to give solution, especially in supporting the students to improve their self-confidence in practicing English skills.

B. QUESTIONS OF THE RESEARCH

⁶ Jianwei Xu, 'Second Language Learners and Their Self-Confidence in Using English: A Social Constructive Perspective', *Asian EFL Journal*, 13.3 (2011), pg. 248

1. How does English conversation class in Pondok Pesantren Fadhlul Fadhlul help students to overcome their self-confidence?
2. What are the benefits of English conversation class for the students?

C. OBJECTIVES OF THE RESEARCH

1. To explain how the activities during English conversation class in Pondok Pesantren Fadhlul Fadhlul.
2. To describe the benefits of English conversation class in Pondok Pesantren Fadhlul Fadhlul in supporting students to overcome their self-confidence .

D. RESEARCH SIGNIFICANCE

This study aimed to provide the readers with more information about English club (extracurricular) and self-confidence. The result of this study was intended and expected to give contribution for those who want to conduct further study about the same field as English club and self-confidence. This study gives advantage theoretically and practically.

1. Theoretical benefit

The researcher wishes that this result of the study will be beneficial for the readers. The researcher hopes this result will give contribution of new knowledge and additional information to the readers. They will get more discourses of the English club and self-confidence that may be they need, either in formal or informal education institution. This research is also hoped to inspire other researchers to conduct various studies and more about this field.

2. Practical benefit

a. The English Teachers

The researcher expects that this result of the study might be useful for additional information for English teachers. This is expected can give support for teacher to give a various activities to maximize their support to their students to overcome their self-confidence. Teachers can adopt the way implemented in English club/ English conversation class to combine it in their class.

b. The EFL Students

The researcher expects that this result of the study can be useful to give the students motivation to participate in English club activities in order to upscale their communication skill using English and

overcome their self-confidence. This research that done by interviewing students could give an example for other students how English club is really worked for their increased English skill.

c. The Writer

The writer or researcher can get many useful experiences during the research for the future as an English teacher. In addition, the result can be used to improve the researcher's knowledge and skill in analyzing more case related to students' self-confidence and English club.

d. The other researchers

By doing this research, the researcher expects that this result can give additional information and can be a reference to other researchers to do the new research in the future, especially for the research that might be taken under the same field.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter consists of some fundamental theories related to the study and comprises previous researches related to this study. It provides some last analysis with almost the same topic as the present study and some theories about the present study.

A. PREVIOUS RESEARCH

The existence of students' self-confidence is necessary important for their learning achievement. It must be recognized as an influencing factor, especially in performing their language more than their paper test, as confidence is known as an indicator of students' sufficiency in using and practicing language. Some students are able to grow their self-confidence by themselves but some students are not and that is human. As a psychological matter, self-confidence matter has some factors to deal it with; internal factors and external factors. However, every student has the same chance to get their self-confidence matter solved. It becomes teachers' duty to facilitate and support their students to overcome their self-confidence matter. Unfortunately, class duration is too limited so joining

English club can be one referred way to solve self-confidence matter.

The first research was conducted by Gaya Tridinanti in 2018 by the title **The Correlation between Speaking Anxiety, Self-Confidence, and Speaking Achievement of Undergraduate EFL Students of Private University in Palembang**. This research includes into a descriptive qualitative research by using direct and indirect survey. In the direct survey, the researcher used a speaking test and for the indirect survey the researcher chose to use a questionnaire. Entitled by three variables (speaking anxiety, speaking confidence, and speaking achievement) this study is aimed to know the extent to which differences in one characteristic or variables. Then, the population of this research consists of twenty eight (28) students which are all fifth grade of English as a Foreign Language. By the end of the research, the researcher finds out that the teachers or instructors need to encourage students to contribute better to speaking achievement. All matters in learning is sometimes a chance to improve.⁷

⁷ Gaya Tridinanti, 'The Correlation between Speaking Anxiety, Self-Confidence, and Speaking Achievement of Undergraduate EFL Students of Private University in Palembang', *International Journal of Education and*

Second, this previous research was discussing students' achievement by joining English club under the title **“Students’ Perception On English Club Extracurricular In Speaking Practices At Madrasah”**. This research was gained in MA Pembangunan Mandiracan and written by Aida Yuliandari and Wendi Kusriadi. By using a qualitative research method the researcher focused on students' English speaking skill especially after joining English club. They also wrote the difference of students' skill before and after as an evidence that activities in English club is a worth. Then this research was ended up by conclusion that almost students' agreed or delivered a positive perception toward speaking practice during club's session.⁸

Third, this previous research was conducted by FiryaalSafiraNahdah and Nur Fatimah in SMA N 01 Ngaglik. Under the title **“Students’ Perception Toward**

Literacy Studies, 6.4 (2018), 35

<<https://doi.org/10.7575/aiaac.ijels.v.6n.4p.35>>.

⁸Aida Yuliandasari and Wendi Kusriandi, 'Students' Perception on English Club Extracurricular in Speaking Practices at Madrasah', *Academic Journal Perspective : Education, Language, and Literature*, 3.2 (2018), 305 <<https://doi.org/10.33603/perspective.v3i2.1670>>.

English Club As An Extracurricular Activity In Speaking Practice Of The Eleventh Grade Students”

this research was done by descriptive qualitative method. In which, the data were collected by two ways; interview and classroom observation. Participated by total number ten of students that separated into two groups; five for the member of English club and the rest is non-member of English club. At the beginning of the study, researcher interviewed all ten students that participated for their perception toward English club as an extracurricular activity in speaking practice. After, the researcher divided the result into two; negative and positive perception, with eight of ten gave the positive perception. They agree that English club activities are really helpful for their speaking skill. And the rest did not agree because of some opinions; they said that they were not compatible with the way teacher delivered the materials inside class, or sometimes teacher only focused on active students. So that, the researcher concluded that those kinds of perception were caused by some factors either internal or external. By the end of the research the researcher advised all participant in study (teacher and students) had their own

responsibility to maximize the result of the study, so they have to be engaged one another.⁹

Fourth, this previous study is written by Yeyen Armita in 2019 by the title **Students' Perception Toward English Club Extracurricular Activities in Practicing Speaking at SMA N 02 Kaur, Bengkulu**. This study used a qualitative approach to do research, followed by 22 students, and used questionnaire and speaking test in collecting the data. The researcher emphasizes some identification of the problem; 1. Students need extra time to gain more knowledge because they assume that class learning is sometimes not effective. 2. Students need fun way learning so they could enjoy the learning section. 3. Problem in speaking that caused by hard spelling and pronunciation, lack of information, and lack of confidents. By those identifications, the researcher gave the limitation that the research would be focused on perception of students who join the English club in practicing speaking at English club extracurricular activities. As the result, the researcher

⁹ Firyaal Safira Nahdah and Nur Fatimah, 'Students ' Perception toward English Club as an Extracurricular Activity in Speaking Practice of the Eleventh Grade Students in SMAN 1 Ngaglik', 2017.

would give description about speaking ability of students who join the English club.¹⁰

Finally, regarding on the explanation above the researcher is going to conduct a research about a descriptive analysis of English club in helping students to overcome their self-confidence. This research will describe about the implementation of positive activities in English club. The researcher will collect the data by doing observation to English club's class section as the main data. Therefore, interview and documentation is conducted as the supporting data. This study will focus on describing the implementation of positive activities that help students to overcome their self-confidence as the conclusion of research questions. This research is expected can inspire also suggest teacher to choose proper method in teaching their students in class by implementing more various positive activities and also motivate the students to join English club to support their learning achievement. As the result, it will raise students' motivation to participate in English club activities in order

¹⁰ Yeyen Armita, 'Students' Perception Toward English Club Extracurricular Activities in Practicing Speaking at SMA N 02 Kaur, Bengkulu', 2019.

to overcome their self-confidence and teachers' reference of various activities to maximize their support to their students.

B. THEORETICAL REVIEW

1. English Club

Basically, club is known as organization that is grouped by two people or more with any specific purposes.¹¹ Then, English club is an additional English language learning activity followed by two or more members that are conducted outside of regular school hours which aim to improve the ability of students in the field of English. As an extracurricular, English club has a certain attraction, for example inviting students to not only study a core curriculum like what thought inside class but various academic or non-academic issues in various ways. Not only that but some students are also interested in joining English club because in club, the learning is not dominated by the teacher and also no formal assessments needed, it is such a freedom for students because they could explore their ability without worrying about assessments.¹²

¹¹ Ronald Wardhaugh and Janet M Fuller, *An Introduction to Sociolinguistics*, ed. by Willie Rodger, 7th edn (Library of Congress Cataloging-in-Publication Data, 2014). Pg. 63.

¹² Yunus YILDIZ, 'Impact of Language-Oriented Extracurricular Activities on Academic Achievement in Language Preparation Schools', *Journal of*

Besides, English club is a facility for students who like English to train and improve their English skills. The members (students) could get chance to experience many activities such as; debate, discussion forum, story-telling, drama, etc. Those activities not only give them an intellectual experience but also improvement in their self-confidence.

1. English club activities

The activities of extracurricular are also as a way for students to experience what they are learning in class.¹³ The activities can form as a forum for students who have an interest in participating in these activities. By implementing positive activities and interaction, English club is aimed to develop positive attitudes, potential, interest, talent, and confidence growth.

In a social point of view, English club activities have a big role in students' life. The activities and interaction motivate students to have a sense of society, liability, and involvement.¹⁴ This leads to

Education in Black Sea Region, 1.2 (2016),pg. 163.

<<https://doi.org/10.31578/jeps.v1i2.27>>.

¹³ Armita. Pg. 15.

¹⁴ YILDIZ., pg. 163.

the habituation of students in the social sphere, which will train their self-confidence rapidly.

2. Classroom interaction (English club interaction)

Interaction inside the club/ classroom could be one thing that influences students' development. Classroom interaction refers to interaction between teacher and students, and amongst students.¹⁵

Interactions that include inside the activities help student to establish more than a cognitive skill. By doing some activities through various interaction pattern, students will experience any information and social behavior. Here we have three patterns of interactions; they are "teacher-student interaction", "group interaction", and "peer interaction".

1. Teacher-student interaction

This pattern is used mostly for years in education, in this kind of interaction the teachers become the interaction's center (lecturer) and students become audience. This interaction consists of teachers' explanation and students' role as the audiences.

¹⁵ Ronald Carter and David Nunan, *Teaching English to Speakers of Other Languages*, Cambridge University Press, 2557, IV, pg. 120.
<<https://doi.org/https://doi.org/10.1017/CBO9780511667206>>.

2. Group interaction

This interaction gives students more chances to explore their social sense. Students are free to express themselves and share their ideas wider to other group's members. Group interaction support a cooperative task about making decisions and solving problem.¹⁶ Teacher only guide them the headline and help the students if needed.

3. Peer interaction

Peer interaction is examined as a source of behavior change in children and adolescent.¹⁷This kind of interaction has a similar type to the “group interaction”. This interaction helps students to explore their sensitivity by giving them chance to do peer discussion section

3. English club/ English conversation class activities in FadhulFadhlan Islamic Boarding School

¹⁶Warren E. Watson and Larry K. Michaelsen, ‘Group Interaction Behaviors That Affect Group Performance on an Intellectual Task’, *Group & Organization Management*, 13.4 (1988), 495–516
<<https://doi.org/10.1177/105960118801300406>>.

¹⁷Willard W. Hartup, ‘Peer Interaction: What Causes What?’, *Journal of Abnormal Child Psychology*, 33.3 (2005), pg. 390.
<<https://doi.org/10.1007/s10802-005-3578-0>>.

Fadhlul Fadhlun Islamic Boarding School is one of institutions that arrange English club activities as one of schedules for students, that is mentioned as English conversation class. This English Club (conversation class) applies some activities that are different each day in order to create interactive and enjoyable learning so students could reach the richer learning result.¹⁸ These are some activities that applied in English conversation class: vocabularies list (addition) for each Monday and Tuesday, dictation each Wednesday, speaking practice (debate, discussion forum, story-telling, speech, etc.) each Thursday, and evaluation (sharing) each Friday.

- Conversation: Conversation's real meaning refers to a talk between two or more people, but in this research conversation refers to a name of institution's activity that means an English learning (English conversation class)

¹⁸Joanna Hernik and Elzbieta Jaworska, 'The Effect of Enjoyment on Learning', *INTED2018 Proceedings*, 1.May (2018), pg. 513. <<https://doi.org/10.21125/inted.2018.1087>>.

- Vocabularies list: Refers to class activity in giving some additional vocabularies
- Dictation: Refers to class activity when the teacher read (dictate) a text then the students write what teacher read into their paper sheet

2. Benefits of English extracurricular (English conversation class)

Extracurricular as one support component in school or institution must have some specific benefits. In order to convince the students to participate in, the extracurricular needs to highlight some activities that possible to give some benefits to attract students' willingness to join.

There are some benefits that may students get from English conversation class:

- Influence students' self-belief in academic capabilities¹⁹
- Develop personal attitudes

¹⁹ Teri Lisa Griffiths, Jill Dickinson, and Catherine J. Day, 'Exploring the Relationship between Extracurricular Activities and Student Self-Efficacy within University', *Journal of Further and Higher Education*, 45.9 (2021), pg. 1261

<<https://doi.org/10.1080/0309877X.2021.1951687>>.

- Develop self-confidence²⁰
- Learn positive habits (make better decision through social interaction)
- Urge students to have a goal-setting and problem-solving mindset
- Get higher academic achievement
- Improve students' performance²¹

3. Self-Confidence

Self-confidence refers to sensibility of competence and skill. The issue of self-confidence learning has been primarily studied as an affective variable with a psychological approach in the broad context of research on attitudes and motivation for the use of L2. Self-confidence was conceptualized through the social context model as the key construct in determining the motivation to learn an L2 in multicultural settings and developed essentially as a result of frequent and pleasant contacts with the L2 community. Self-confidence helps us view problems as opportunities

²⁰ Tommaso Feraco and others, 'Soft Skills and Extracurricular Activities Sustain Motivation and Self-Regulated Learning at School', *Journal of Experimental Education*, 90.3 (2022), 550–69
<<https://doi.org/10.1080/00220973.2021.1873090>>.

²¹ Samuel Agyekum, 'How Can Extracurricular Activities Have a Positive Impact on the Academic Performance of Both the Primary and the Secondary', *Msc Thesis*, October, 2021 , pg. 59
<<https://doi.org/10.13140/RG.2.2.16891.85288>>.Agyekum.

and challenges rather than as disasters.²² Until we reach the conclusion that self-confidence must be one important psychological matter students need to experience their great achievement. As mentioned, self-confidence must be recognized as one important construct for students experience and success.²³

1. Confidence

Confidence is one of positive ability that encourages people to see themselves and their environment in positive way. Confidence is seen as a good indicator of the accuracy of memory.²⁴ Besides, confidence is also known as courage in

²² Chindhai Jayaraman, 'Improving Positive Self-Confidence Journal of school social work April 2010', *Journal of School Social Work*, 6.11 (2010), 1–14

<https://www.researchgate.net/publication/233741934_Improving_positive_self-confidence>.

²³R. Spencer and others, 'Exploring Top Hat's Impact on Undergraduate Students' Belongingness, Engagement, and Self-Confidence: A Mixed Methods Study', *Journal of Research on Technology in Education*, 52.2 (2020), pg. 200.

<<https://doi.org/10.1080/15391523.2020.1722977>>.

²⁴Elizabeth F. Chua, Deborah E. Hannula, and Charan Ranganath, 'Distinguishing Highly Confident Accurate and Inaccurate Memory: Insights about Relevant and Irrelevant Influences on Memory Confidence', *Memory*, 20.1 (2012), pg. 52.

<<https://doi.org/10.1080/09658211.2011.633919>>.

ability and self-measurement in doing some tasks includes problem solving management.

Confidence is also must be consciously known by a person by doing self-evaluation on themselves. That evaluation must consist of perceived competence, skill and ability, sense of worthiness and goodness, and self-acceptance.²⁵

2. Raising confidence

As mentioned, confidence is ability and it is possible to develop anytime in person's life if the person is prevented from important opportunities for self-improvement and development. In order to develop and improve confidence, people are important to have a change and treatment or training. These following ways are the important tries to elevate self-confidence:

a. Sharing

Sharing is one way to seek validation from people in around. Some people, especially who have anxiety issue, sometimes need to be more

²⁵J. Sidney Shrauger and Mary Schohn, 'Shrauger1995' (New York: Psychological Assessment, 1995), pp. 256.
<<https://doi.org/doi: 10.1177/1073191195002003006>>.

appreciated by people around them. People could easily express themselves through sharing section. By sharing, people can understand what actually they are thinking, or what they want.

b. Time to self

People need to understand themselves; all aspects in human being are really matter for some people. Serving time to self means understanding the self-strength and potential, which is possible to give an extra power to develop their self-confidence. Here are some ways to give time to self; self-soothing, mindfulness, and systematic relaxation.

c. Change the way we think (be more positive)

Exercise to solve any problem by any perception not only one may help us to gain the way we think.

d. Change behavior

Doing something in positive ways in a proper time line and try to do things not in hurry. We may make list of priority to help. Focus in doing a thing at a time (doing things step by step) helps us to get the maximum result.

e. Identify self-limits

By knowing well what we are limited in, we will know how to put ourselves in any aspects well. The more we know the more we can do (participate).

f. Increasing personal effectiveness

Being effective could also helps us to alleviate our anxiety. By being effective in something we are expert to cover up our self-limit.

g. Positive self-talk (evaluation)²⁶

Self-talk is sometimes important especially for people who are not confident enough for themselves. This self-talk refers to positive self-talk or self-affirmation, it is when people convincing positive things to themselves.

3. Factor that influences confidence

a. Experience

Experience refers to anything that ever being passed which then becomes a memory. In learning, experience is considered as a key to

²⁶ A. Jackson, *Anxiety Disorders.*, *Irish Medical Journal*, 1995, LXXXVIII <<https://doi.org/10.1002/9781118897164.ch14>>.

keep in going. Reflect upon the experience, make sense of it and finally apply our theories to our lives by planning what we would do next time we were in the same or similar situation.²⁷

b. Familiarity

Familiarity means consciousness that caused by repeated habits

c. Details

Detail refers to any particular fact or information of specific thing

d. Information

Information could be understood as the data we receive.²⁸

²⁷ Muhammad Nafi Annury, 'Students' Language Learning Styles: An Ethnographic Case Study At Uin Walisongo Semarang', *Journal of Vision*, 5.1 (2016), pg. 137.

<<https://doi.org/10.21580/VJV5I1863>>.

²⁸Chua, Hannula, and Ranganath. Pg. 49.

CHAPTER III

RESEARCH METHOD

This chapter discusses the research method applied in this research. There are Research Design, Research Participants and Setting, and Technique of Data Collection.

A. RESEARCH DESIGN

In conducting research, the researcher will absolutely need research design. This refers to the strategy to integrate the components of research project in a cohesive and coherent form.

This research includes into descriptive-qualitative research because researcher gained collecting data by observing the class of English conversation and doing an open-ended interview. Qualitative research involves looking in-depth at non-numerical data.²⁹ According Creswell qualitative approach is constructivist worldview, ethnographic design, and observation of behavior and then qualitative approach is participatory worldview, narrative

²⁹Florence S. Downs, 'Handbook of Research Methodology', *Dimensions Of Critical Care Nursing*, 9.1 (1990), 60
<<https://doi.org/10.1097/00003465-199001000-00018>>.

design, and open-ended interviewing.³⁰ By using a descriptive qualitative research design, the purpose of this research aims to describe whole activities in English club. The data obtain from observation, interview, and documentation will be described and interpreted to be a result of a descriptive research.³¹

B. PARTICIPANTS AND SETTING

The research conducted in Pesantren Fadhlul Fadhlun. The institution is located in Pesantren, Mijen, Semarang.

The object of the research was the students and teacher of the high conversation class of Pesantren Fadhlul Fadhlun in August 2022 in the academic year 2022/2023. This class had 18 numbers of students, in which all of them are in the third and up semester in Universitas Islam Negeri Walisongo.

C. DATA COLLECTION TECHNIQUE

³⁰Debaró Huyler and Craig M. McGill, 'Research Design: Qualitative, Quantitative, and Mixed Methods Approaches, by John Creswell and J. David Creswell. Thousand Oaks, CA: Sage Publication, Inc. 275 Pages, \$67.00 (Paperback).', *New Horizons in Adult Education and Human Resource Development*, 31.3 (2019), 75–77 <<https://doi.org/10.1002/nha3.20258>>.

Collecting data is the big part of the research step. In this part, the researchers collect all needed data to be proceed after. In order to maximize the data, the researcher of this study decided to use few techniques bellow;

1. Observation

Observation is used in the social sciences as a method for collecting data about people, processes, and cultures. It is also a tool used regularly to collect data by teacher researchers in their classrooms, by social workers in community settings, and by psychologists recording human behavior. According to Marshall & Rossman, observation is a systematic description of the events, behaviors, and artifacts of a social setting.³² Observation has been documented as a foremost method by researchers. Many studies set the standard for how one conducts an observation today to answer research questions in many disciplines. Whether a researcher interested in studying an educational setting, a social scene, organizational processes, individual behaviors, or

³²Catherine Marshall and Gretchen B Rosman, *Designing Qualitative Research*, 6th edn (London: Sage Publication, 2016). Pg. 70.

the culture of a group of people, observation is a primary tool to help document what is going on in that setting.

There are two kinds of observation, such as participant observation who involves in the setting of study as both observer and participant, and direct observation who involves observing without interacting with the objects or people in the setting of study.³³ In the present study, the researcher conducts a participant observation to gain deeper understanding about English conversation class' activities. Participant observer is the researcher who participates in the social setting study but does not as the member of group. By participating in the group activities, the researcher will be easily to understand what is being observed. To obtain the main data, the observation will observe some necessary aspects as shown in the observation instrument that will help answer question No. 1.

³³ Barbara DiCicco-Bloom and Benjamin F. Crabtree, 'The Qualitative Research Interview', *Medical Education*, 40.4 (2006), pg. 317. <<https://doi.org/10.1111/j.1365-2929.2006.02418.x>>..

The researcher uses observation to explore how the English Club works in helping students to overcome their self-confidence. The researcher was conducted the high conversation class observation to observe the activities; teacher's teaching method, interaction of the class, students' self-confidence in participating the class.

2. Interview

Interviews are those in-depth interviews where the respondents have to answer the question in the context of open questions. Interviews are utilized extensively as interviewing format possibly with an individual or sometimes even with a group.³⁴ These types of interviews are conducted once only, with an individual or with a group and generally cover the duration of 30 minutes to more than an hour.³⁵

³⁴Juliet Corbin and Anselm Strauss, 'Basics of Qualitative Research: Techniques and Procedures for Developing Grounded Theory' (Sage Publication, 2008), p. 389.

³⁵ Seyyed-Abdolhamid Mirhosseini and Seyyed-Abdolhamid Mirhosseini, 'Collecting Data Through Observation', *Doing Qualitative Research in Language Education*, (2020), pg. 74.
<https://doi.org/10.1007/978-3-030-56492-6_4>.

The researcher chooses a one-on-one interview because the advantage of this method provides a great opportunity to gather precise data about what people believe and what their motivations are. These interviews will be conducted online. This kind of data collecting method aims to obtain supporting data of this research which is what are students' opinion of the benefits they get by joining English club both cognitive and non-cognitive by conducting interview section.

In this research, the researcher conducted interview with the teacher of the high class of English conversation class (one teacher) and 18 students (total number of class member) as the interviewee. The researcher gained the data through asking the teacher's opinion and assessment about the students, especially about how the students behave on their self-confidence in the class and also ask the students to strengthen and compare teacher's opinion and assessment.

3. Documentation

This is intended to collect and analyze the data. The written document examples are daily notes, life histories, biography book, magazines, articles, journals, and documents relevant to the study. But on this study, the researcher will use the picture as a documentation of the English club activities. This kind of data collection method will be used as a secondary source for supporting the main data. The researcher can use this collecting data method for seeing the classroom that has been recorded to make easier and help the researcher in finding and identifying the activities in English conversation class. (to answer question number 2,3,and 4)

D. SAMPLE

In qualitative research, sample refers to informant or object that can be an information source. In this research, researcher prefers purposive sampling to others. In which purposive sampling is a sampling based on places and people that can best help us understand our central

phenomenon.³⁶ The researcher chose the specific sample that is second higher English conversation class to conduct the research.

E.PROCEDURE AND TIMELINE

a. Steps

- Observing the activities during English conversation class time

Researcher decided to do two kind of observation before all steps of collecting the data, the participant observation and direct observation. Those two kinds of observation need same steps as arranging the observation guideline before observation conducted to help researcher in finding an important data that might be needed to answer the research question.

- Collecting the students' evaluation by doing interview to look up the result of study based on students' point view

³⁶John W Creswell, *Educational Research: Planning, Conducting and Evaluating Quantitative and Qualitative Research*, 4th edn (Boston: Pearson Education, Inc., 2012) , pg. 205.

<<https://doi.org/https://doi.org/10.1016>>.

- Interviewing the teacher to strengthen the data that gotten from the observation and students' evaluation.

b. Time line

This research spent a month in doing all data collecting process. The researcher joined the class a week in order to do observation deeply (participant observation) and continued it by direct observation a week. Out of class section, the researcher arranged the interview for 18 students. Then, in other opportunities the researcher conducted an appointment to have an intense interview with the teacher.

F. TECHNIQUE OF DATA ANALYSIS

After all the data are collected completely, the researcher will use an inductive technique before writing them all completely into a description text to explain the result.

In this stage, researcher's next step is analyzing data. Data analysis is a process of systematically searching and arranging the data interview, fieldnotes, and other materials that researcher accumulates to

encourage researcher's own understanding and to enable researcher to present what researcher has discovered to others.

1. Data Reduction

Data reduction is summarizing, choosing the main things, focusing on the essential stuff, looking for theme and pattern, and disposing of unnecessary ones. In this step, the researcher selects and summarizes the things from observation, interview, documentation, etc.

2. Data Display

After reducing the data, the next step is displaying data. According to Miles and Huberman the most frequent form of data display for qualitative research data in the past has been narrative text.³⁷

3. Data Drawing

In the conclusion, the researcher summarizes and interprets data that gained from the previous steps. Regarding to this research that related to the objectives of research, this research describes the activities in English conversation class.

³⁷ Sugiyono, Metode Penelitian Pendidikan: Pendekatan Kuantitatif, Kualitatif, dan R&D, (Bandung: Alfabeta, 2015).

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

This chapter presents the findings and discussion. In this chapter, the researcher provided the data from the classroom observation and gathered data from interviews. More precisely, the data are collected from the English conversation class in Pondok Pesantren Fadhlul Fadhlun . It is an institution specifically Islamic boarding whose curriculum and many activities support the students in their educational aspects. One of the essential skills is language and communication.

A. FINDING

Every educational institution has some programs on purpose to help students to enhance their skills. This Islamic boarding has some specific programs in educational aspects especially in language comprehension. In which, this boarding applies two foreign languages, English and Arabic, as daily languages. In order to support students to fulfill this language use regulation, and also to help students to upscale their language skill, this Islamic boarding provides language programs. The programs that are provided are English conversation class and Arabic *Muhadatsah* class. After all, the researcher is about to describe about English conversation class in Pondok Pesantren

Fadhul Fadhlan. This pesantren doesn't have minimum standard skill but this pesantren qualifies the students into class based on their basic qualification in placement test. Class that consists of one level students is possible to achieve the maximum learning result/ achievement.

1. English conversation class' activities in Pondok Pesantren Fadhul Fadhlan

English conversation class in Pondok Pesantren Fadhul Fadhlan is one fundamental activity that supports students' language skill. This institution applies the language learning consecutively between English and Arabic section, based on weekly language use (a week using English and a week using Arabic). This weekly learning section is started in every Monday morning. The class is held every Monday to Friday; it is started at 06.00 o'clock and will be finished at 07.00 o'clock. As the opening, the students recall their vocabularies from previous meetings; they get ten to fifteen vocabularies each week. After, when they are done recalling their vocabularies, teacher will test them randomly to make sentence based on the vocabularies or theme they get that week. Attentively, each day has specific activities in order

to give variety activities to the students: Monday and Tuesday are for vocabularies and grammar material, Wednesday for dictation, Thursday for speaking skill development (debate, discussion, storytelling, news anchor), and Friday for reflection.

Based on participant observation in Monday, August 08, 2022 and Tuesday, August 09, 2022, teacher of second higher class, Miss Ainis, gave them new vocabularies about bedroom. First, the teacher mentioned the new vocabularies one by one without wrote them on white board and the teacher asked the students to guess the meaning, the teacher gave correction of vocabularies spelling and meaning by writing them on the white board. Then, they continued to learn grammar material consisted of question, command, and statement sentence in simple present tense.

Based on participant observation in Wednesday, August 10, 2022, the class had dictation as the main activity. The students started their daily learning as usual, recalling vocabularies. This dictation activity was divided into two section, they were text dictation

and correction. The teacher read the text twice in different speeds, at the first the teacher dictated the text slowly in order to help students to write properly and at the second the teacher read faster in order to give the chance for students to give correction on their own sheet. Then, in the correction section the teacher involved the students to participate. The students had to exchange their sheets one another, then the teacher wrote the text on the whiteboard as the reference to do correction.

Based on participant observation on Thursday, August 11, 2022, the class conducted a debate as the activity. The students were divided into two groups with 10 members each group. First, the teacher gave the debate motion and debate regulations. Then, the debate section was started. It was different from formal debate or debate competition because of its group members but the basic regulations were the same, because the main purpose of this debate was students' speaking performance in a confident way.

Based on the last participant observation on Friday, August 12, 2022, the class activity was

reflection. This activity invited students to be more open-minded and free to share. The teacher led the students to share what kind of activities they prefer to do in order to create the better and more enjoyable class condition. However, the learning would be more successful when the students enjoy the learning.

Then, based on direct observation that conducted in week 2 that was conducted in Monday, August 22, 2022 to Friday, August 26, 2022. The researcher found that the class handed the similar activities. The difference is the activity in Thursday, August 25, 2022, the class conducted discussion section.

Those activities above show us that English conversation class implicates some interaction pattern that involves teacher and students into the activities. Based on participant observation that was conducted in Monday, August 08, 2021 to Friday, August 12, 2022 (week 1) and direct observation that was conducted in Monday, August 22, 2022 to Friday, August 26, 2022 (week 2), the researcher found out three patterns of interaction that used

in English conversation class, they are: teacher-student interaction, peer interaction (student-student), and group interaction (among students).

a. Teacher-student

English conversation class in Pondok Pesantren Fadhlul Fadhlun applies “teacher-student” in teaching students. The teacher uses lecturing method to deliver the learning material, the students listen to the teacher explanation. Teacher guides students throughout class activities. The example of this kind of interaction is when the teacher gives vocabulary list or explains grammar materials.

b. Peer interaction (student to student)

English conversation class in Pondok Pesantren Fadhlul Fadhlun gives the chances to students to interact one another. For example, based on participant observation in Wednesday, August 10, 2022, when the class had dictation activity. This activity involves students to do correction one another result of their sheet. The teacher guides them to exchange their sheet then one student has the responsibility to one another student’s sheet. The other examples of this peer interaction are when students are supposed to do

discussion and or when students are supposed to give comment to their friends' performance.

c. Group interaction

English conversation class in Pondok Pesantren Fadhlul Fadhlun also applies group interaction for the students inside the class. The teacher, sometimes, divides the students to some groups become small group and sometimes divides the students to big group depends on necessity of class activities.

- Small group consists of three to four students. This small group is usually formed when the class will conduct discussion activity.
- Big group consists of ten students. This big group is usually formed when the class will conduct debate activity.

Then, we can also find there are some factors that support students to practice their English skill especially in pondok pesantren itself. Based on interview that was conducted in Monday, August 15, 2022 to Thursday, August 18, 2022 the researcher divides factors into two; internal factor (from the students themselves such as willingness, curiosity, forced, etc.) and external factor (class situation, environment, regulation, etc.).

- Internal factor

Some students have their own internal factors that might be different one another. Researcher has collect data by asking (interview) some students and finds out some different responds they are willingness to use English as daily language, compulsion, interest, and curiosity.

“I like to study English. Although my English skill is not good enough but I enjoy the learning. Not only enjoy the learning but also I try my best to practice my English at least in pondok pesantren environment”(Tiyas Agustin, student 1)

“Honestly, I don’t like English. However I have to use English as one of daily language here.” (Putri Rahmawati, student 2)

“I don’t have idea why I like to always use English” (Lintang Angguningtyas, student 3)

“I always curious to something new and English is one of them” (Asnafu Raidah, student 4)

- External factor

External factors that support students to practice their English skill are variety. Some students state that environment and friends around them really help them to always use (practice) their English skill. Some students state that the regulation of daily language use is the biggest factor that pushes them to always use (practice) their English skill.

“I am glad to have some friends around me that always supportive to use language”

(Mailul, student 5)

“I don't have idea what makes me use language except the language use regulation”

(Hani Aulia, student 6)

From those interview results, we can see that based on students' point of view they have their own reason in practicing their English skill. By those result we can conclude the factor behind it. However, the result shows us that the students' involvement in learning activities is good enough. It can be seen from how they actively participate the learning activities through their interaction during the class.

2. Benefits of English conversation class in Pondok Pesantren Fadhlul Fadhlun in supporting students to overcome their self-confidence

Self-confidence is one big issue that influences students in mastering language skill includes English. English conversation class in Pondok Pesantren Fadhlul Fadhlun has some benefits that may significantly help students to overcome their self-confidence. Based on teacher's opinion in previous interview the teacher agreed that activities in English conversation class are supporting students to overcome their self-confidence.

“Saya setuju aktivitas dalam kelas conversation bahasa Inggris memiliki peran dalam mengatasi masalah rasa percaya diri. Saya lihat perubahan yang terjadi pada mereka sudah cukup signifikan, dari yang tidak mau tampil di depan kelas hingga menjadi cukup akif di kelas. Meski perubahan tersebut tentu belum merata ke semua santri akan tetapi dari total santri yang ada di kelas lebih banyak yang sudah menunjukkan peningkatan rasa percaya diri daripada yang belum” (“ I agree that activities inside English conversation class have role in supporting students to overcome their self-confidence. I see their progress is

significant enough, some students who at first they didn't want to perform in front of the class become active in class. Although that hasn't equally to all students, but almost of them have shown the progress on their self-confidence enhancement") (Miss Ainis, (English conversation class teacher), Sunday, August 14, 2022)

“Perlakuan saya terhadap beberapa santri yang belum ada peningkatan agak berbeda atau spesial, artinya saya tetap berusaha untuk tetap melibatkan mereka meskipun mereka belum memiliki dorongan dari dalam diri mereka. Saya lebih sering menunjuk mereka bergantian supaya mereka tetap mengikuti kelas dengan aktif sama seperti santri lain yang sudah cukup percaya diri. Harapannya, supaya beberapa santri yang belum cukup percaya diri akan terbiasa ikut serta secara aktif dalam kelas kemudian dari itu rasa percaya diri mereka pun juga bertumbuh.” (“I treat some students who haven't shown their enhancement different, I try to involve them although they are still don't have their own support. I often point them one by one to involve them actively like other students who have been being confidence to show them

up. Hopefully, the rest of students who haven't been being confidence enough will be habitual to actively involve the class then their self-confidence will be enhanced within") (Miss Ainis, (English conversation class teacher), Sunday, August 14, 2022)

Based on teacher's statement above English conversation class has some benefits in helping students to overcome their self-confidence troughs it's activities and interactions. The activities that have been determined by pondok pesantren's curriculum encourage students to follow step by step to mastering English skills, then the interactions help students to participate the activities. By those continuity students will be ready to upscale their English skill and their self-confidence.

B. DISCUSSION

1. English Conversation class' activities in Pondok Pesantren Fadhlul Fadhlun

English conversation class' activities in Pondok Pesantren Fadhlul Fadhlun were a significant development in English learning. It could be known by system, curriculum, and variety activities that applied

in class. The syllabus was unorganized but all class have one guidebook that consists of same material and activities list, that is possible to maximize students' equality in learning process.

As mentioned, the activities of extracurricular are also as a way for students to experience what they are learning in class. Based on the finding or the research, the activities in English conversation class have sufficient role in support students to experience the learning through the various activities that have been conducted.

English learning must be creative and innovative in order to create more enjoyable learning for students. Non-syllabus learning could be one big problem in learning process because syllabus takes a role in managing the learning process, but the teacher could solve that problem by innovating more activities to attract students' focus and encourage students' involvement actively. By those problem solving by the teacher, the English conversation class' activities in Pondok Pesantren Fadhlul Fadhlun are sufficient for students to get maximum achievement of the learning.

2. Benefits of English conversation class in Pondok Pesantren Fadhlul Fadhlun in supporting students to overcome their self-confidence

English conversation class in Pondok Pesantren Fadhlul Fadhlun has some benefits in many aspects. In cognitive aspects, students could get some new information that will be beneficial for their knowledge that they get from the activities. Then, in psychological aspect, the students could elevate some of their positive psychological things such as perception, the way of thinking, courage, confidence, etc. through interaction inside class.

The statement above is relatable to the theories that promote the benefits of English conversation class. From some statements that say English conversation class can best help students in their self-confidence as said by Feraco, 2022 about personal attitudes and self-confidence development are confirmed by teachers' evaluation and strengthen by students' point of view.

Besides, through the observation finding we can see that the students accustomed to have positive habits by following the activities and joining the interaction. That is fit to the statement that says English conversation

class help students to improve their performance
(Agyekum:2021).

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents the significant point of the whole discussion in this research. The conclusion and suggestions are presented here.

A. CONCLUSION

The researcher has several things to conclude related to the result of this research. Those were activities in English conversation class, interaction inside English conversation class, factor that support students to practice English skill, and benefit of English conversation class.

1. The activities in English conversation class

The aim of this research is to describe the activities in English conversation class. The result revealed that English conversation class's activities are various and innovative enough that possible to sustain students' English skill growth.

Based on research finding and discussion above, the interactions inside English conversation class in Pondok Pesantren Fadhlul Fadhlun are comprehensive enough. That is possible to influence students on their positive habits and psychology.

2. Benefits of English conversation class in Pondok Pesantren Fadhlul Fadhlun in supporting students to overcome their self-confidence.

There are some benefits that could be gotten from English conversation class. But we need to underline that one of them is benefit in psychological aspect. By those benefits that mentioned in finding and discussion we conclude that English conversation class is sufficient to support students to overcome their self-confidence.

B. SUGGESTION

According to the research, after analyzing and presenting data the researcher gives some suggestion for the teacher, students, institution, and the next researcher.

1. For the teacher

From the result of the research, it can be understood that the teacher is successful in teaching students. It can be seen as the various activities and interaction that gained by the teacher has been succeed in raising students' confidence growth. The researcher suggests the teacher to be more innovative to create more enjoyable class.

2. For the students

From the result of the research, the students have been good enough in their performance in class. The researcher suggests the students to be more active in participating the class so the students could get more specific result in their learning.

3. For the institution

The researcher hopes that the institution will upgrade the quality of English conversation class. That is hoped to maximize students capability in learning achievement.

4. For the next researcher

The researcher suggests that this field of English conversation class (English club) and self-confidence must be investigated further to gain a richer information about English club and self-confidence.

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APPENDIX

APPENDIX 1

Profil Pondok Pesantren Fdhlul Fadhlán

Nama : Fadhlul Fadhlán

NSPP : 510033740199

Jenis satuan pendidikan : PP

Tahun berdiri : 2016

Alamat : Jalan Ngrobyong, Dukuh Wonorejo RT 05
RW 01, Kelurahan Pesantren, Kecamatan
Mijen, Kota Semarang.

Website : www.ppff.ponpes.id

E-mail : pesantren.fadhlulfadhlán@gmail.com

APPENDIX 2



SURAT KETERANGAN
Nomor: 166/PPFF/XII/2022

Yang bertanda tangan di bawah adalah:

Nama : Dr. KH. Fadlolan Musyaffa', Lc., MA.
Jabatan : Pengasuh Pondok Pesantren Fadhlul Fadhlán

Menerangkan bahwa:

Nama : Anisa Zakiyah
NIM: 1603046071
Jurusan: Pendidikan Bahasa Inggris
Universitas: Universitas Islam Negeri Walisongo Semarang

Mahasiswa tersebut diatas benar telah melakukan penelitian guna menyelesaikan tugas akhir (skripsi) di Pondok Pesantren Fadhlul Fadhlán Semarang pada tanggal 15 Agustus 2022 sampai 16 September 2022.

Demikian surat keterangan ini dibuat untuk dipergunakan sebagaimana mestinya.

Semarang, 21 Desember 2022
Pengasuh Pondok Pesantren Fadhlul Fadhlán

Dr. KH. Fadlolan Musyaffa', Lc., MA.

PONDOK PESANTREN FADHLUL FADHLAN
فضل الفضلان
سارنج
PONDOK PESANTREN FADHLUL FADHLAN
SEMARANG

Jl. Ngarabong, Rt. 4/RW. I, Dk. Wonorejo, Kelurahan Pesantren, Kec. Mijen, Kota Semarang, Jawa Tengah

APPENDIX 3 (OBSERVATION GUIDELINE AND RESULT)

APPENDIX 3.1: Observation Guideline (observation week 1)

Topic : The activities during English conversation class

No	Aspect of Being Observed	Descriptive of The Result
A		
	1. The student's number	
	2. Students' participation	
	3. Teacher participation	
B	Learning process	
	1. The language use	
	2. The teaching material	
	3. The learning activity	
	4. The allocation time	
C	The teacher evaluation	
	1. The assessment	
	2. The evaluation	

APPENDIX 3.2

Topic : The activities during English conversation class

Day/ date : Monday/ August 15, 2022

No	Aspect of Being Observed	Descriptive of The Result
A		
	The student's number	18
	Students' participation	Audience
	Teacher participation	As lecturer and facilitator
B	Learning process	
	The language use	English and Indonesian
	The teaching material	Vocabularies about bedroom Grammar material: simple present tense (statement and question)
	The learning activity	Opening: Students recalling previous vocabularies Learning activity: -Teacher giving the list of vocabularies - Teacher ask students to make statement and question sentence in simple present tense use the new vocabularies -Teacher invite students to read their sentence and write it on the white board, then discuss it to the students (and give correction sometime)
	The allocation time	1 hour
C	The teacher evaluation	
	The assessment	-

APPENDIX 3.3: Observation Guideline (observation week 1)

Topic : The activities during English conversation class

Day/ date : Tuesday/ August 16, 2022

No	Aspect of Being Observed	Descriptive of The Result
A		
	The student's number	18
	Students' participation	Audience
	Teacher participation	Lecturer and facilitator
B	Learning process	
	The language use	Indonesian and English
	The teaching material	Vocabularies about bedroom Grammar material: simple present tense (command)
	The learning activity	Opening: Students recalling previous vocabularies Learning activity: -Teacher giving the list of vocabularies - Teacher ask students to make command sentence in simple present tense use the new vocabularies -Teacher invite students to read their sentence and write it on the white board, then discuss it to the students (and give correction sometime)
	The allocation time	1 hour

C	The teacher evaluation	
	The assessment	-

APPENDIX 3.4: Observation Guideline (observation week 1)

Topic : dictation

Day/ Date : Wednesday/ August 17, 2022

No	Aspect of Being Observed	Descriptive of The Result
A		
	The student's number	18
	Students' participation	Audience and corrector
	Teacher participation	Facilitator
B	Learning process	
	The language use	English
	The teaching material	
	The learning activity	<p>Opening: Students recalling previous vocabularies</p> <p>Learning activity:</p> <ul style="list-style-type: none"> -Teacher read the dictation text -Teacher read the dictation text for second time -Teacher asks students to exchange their sheet -Teacher write down the dictation text on the board -Teacher asks students to analyze their sheet b exchange and do correction for the incorrect one
	The allocation time	1 hour
C	The teacher evaluation	

	The assessment	Teacher ask students to count the amount number of the incorrect one and give the score
	The evaluation	Students need more practice especially in listening and writing

APPENDIX 3.5: Observation Guideline (observation week 1)

Topic : Debate

Day/ Date : Thursday/ August 18, 2022

No	Aspect of Being Observed	Descriptive of The Result
A		
	The student's number	18
	Students' participation	Active Participant
	Teacher participation	Facilitator
B	Learning process	
	The language use	Indonesian-English
	The teaching material	-
	The learning activity	<p>Opening: Students recalling previous vocabularies</p> <p>Learning activities:</p> <ul style="list-style-type: none"> -Teacher divides students to two groups -Teacher give debate motion and regulation -Debate activity
	The allocation time	1 hour
C	The teacher evaluation	
	The assessment	Teacher assess students based on their speaking performance (structure, pronunciation, words use)
	The evaluation	Based on students' performance, teacher gives some evaluation especially in their speaking performance.

APPENDIX 4

Interview question for the teacher

1. English conversation class' activities help students to be more confident in using English. Do you agree?
2. What do you think about students' self-confidence? Is it an important thing or not?
3. Are your students' confidence is good enough?
4. How to know if your students' are confident or not?
5. Do you have any difficulties during conversation class? How do you deal with it?
6. Do you have any way to help students to overcome their confidence?
7. What's your opinion about conversation activity? Are the activities good enough in helping students to overcome their self-confidence?

APPENDIX 4.1

Interview result from the teacher

1. English conversation class' activities help students to be more confident in using English. Do you agree?

Teacher: Ya saya setuju

2. What do you think about students' self-confidence? Is it an important thing or not?

Teacher: Tentu saja itu penting menurut saya

3. Are your students' confidence is good enough?

Teacher: Some of them have a good self-confidence but there are still some students who have not

4. How to know if your students' are confident or not?

Teacher: I know it by class observation. I assess their confidence by their involvement in class, their participation, and their behavior.

5. Do you have any difficulties during conversation class?

How do you deal with it?

Teacher: Off course, I have some difficulties

6. Do you have any way to help students to overcome their confidence?

Perlakuan saya terhadap beberapa santri yang belum ada peningkatan agak berbeda atau spesial, artinya saya tetap berusaha untuk tetap melibatkan mereka meskipun

mereka belum memiliki dorongan dari dalam diri mereka. Saya lebih sering menunjuk mereka bergantian supaya mereka tetap mengikuti kelas dengan aktif sama seperti santri lain yang sudah cukup percaya diri. Harapannya, supaya beberapa santri yang belum cukup percaya diri akan terbiasa ikut serta secara aktif dalam kelas kemudian dari itu rasa percaya diri mereka pun juga bertumbuh.” (“I treat some students who haven’t shown their enhancement different, I try to involve them although they are still don’t have their own support. I often point them one by one to involve them actively like other students who have been being confidence to show them up. Hopefully, the rest of students who haven’t been being confidence enough will be habitual to actively involve the class then their self-confidence will be enhanced within”) (Miss Ainis, (English conversation class teacher), Sunday, August 14, 2022)

7. What’s your opinion about conversation activity? Are the activities good enough in helping students to overcome their self-confidence?

Saya setuju aktivitas dalam kelas conversation bahasa Inggris memiliki peran dalam mengatasi masalah rasa percaya diri. Saya lihat perubahan yang terjadi pada

mereka sudah cukup signifikan, dari yang tidak mau tampil di depan kelas hingga menjadi cukup aktif di kelas. Meski perubahan tersebut tentu belum merata ke semua santri akan tetapi dari total santri yang ada di kelas lebih banyak yang sudah menunjukkan peningkatan rasa percaya diri daripada yang belum” (“ I agree that activities inside English conversation class have role in supporting students to overcome their self-confidence. I see their progress is significant enough, some students who at first they didn't want to perform in front of the class become active in class. Although that hasn't equally to all students, but almost of them have shown the progress on their self-confidence enhancement

APPENDIX 5

Interview for the students

1. Do you enjoy the learning during Conversation class?
2. Do you come to the class on time?
3. Can you use English communicatively?
4. What is your motivation to speak English?

APPENDIX 5.1

Students' interview result

a. Student 1 : Tiyas Agustin

1. Do you enjoy the learning during Conversation class?

Yes, I enjoy

2. Do you come to the class on time?

“Yes”

3. Can you use English communicatively?

“I am not sure”

4. What is your motivation to speak English?

“I like to study English. Although my English skill is not good enough but I enjoy the learning. Not only enjoy the learning but also I try my best to practice my English at least in pondok pesantren environment”

b. Student 2: Putri Rahmawati

1. Do you enjoy the learning during Conversation class?

Yes, I enjoy

2. Do you come to the class on time?

“Yes”

3. Can you use English communicatively?

“I am not sure”

4. What is your motivation to speak English?

“Honestly, I don't like English. However I have to use English as one of daily language here”

- c. Student 3: Asnafu Raidah
1. Do you enjoy the learning during Conversation class?
Yes, I enjoy
 2. Do you come to the class on time?
“Yes”
 3. Can you use English communicatively?
“I am not sure”
 4. What is your motivation to speak English?
“I don’t have idea why I like to always use English”
- d. Student 4: Lintang Angguningtyas
1. Do you enjoy the learning during Conversation class?
“Yes, I enjoy”
 2. Do you come to class on time?
“Yes”
 3. Can you use English communicatively?
“I am not sure”
 4. What is your motivation to speak English?
“I always curious to something new and English is one of them”
- e. Student 5: Mailul
1. Do you enjoy the learning during Conversation class?
“Yes, I enjoy”
 2. Do you come to class on time?
“Yes”

3. Can you use English communicatively?

“I can”

4. What is your motivation to speak English?

“I am glad to have some friends around me that always supportive to use language”

f. Student 6: Hani Uliana

1. Do you enjoy the learning during Conversation class?

“Yes, I enjoy”

2. Do you come to class on time?

“Yes”

3. Can you use English communicatively?

“Yes, I think”

4. What is your motivation to speak English?

“I don't have idea what makes me use language except the language use regulation”

APPENDIX 6 (Documentation)

a. Picture of Miss Ainis' English Conversation Class



b. Students debate performance



c. Evaluation activity



d. Interview





CURRICULUM VITAE

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3. SMK SYUBBANUL WATHON (2012-2015)
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Sincerely,

Anisa Zakiyah