

CHAPTER IV

FINDING

A. Classroom Action Research

1. Pre Cycle

Before conducting the classroom action research, a pre cycle was done. Pre cycle was held on march, 27 2010, in this activity the researcher introduced herself, after that the researcher asked the students to introduced themselves in front of class. In pre cycle no one students want to come forward until the teacher forced them come forward based on position of their seat. Although they introduced themselves with English but their voice not loud and they did not practice the conversation in the middle of front of the class, but, they practiced it beside the teachers' seat it showed that, the students were shy, afraid to speak aloud and not confidence to speak English in front of their friends.

Based on the observation in this activity, the students' self confidence was very low. It was proved by the results of the observation that the students' self confidence in speaking activity was less than 60% per aspect (see appendix 4).It was very low since it was needed to reach for at least 60% as minimum target. There were only 7 students who enthusiastic to come forward, 5 students had had good visual contact, 11 students had had good posture talk, 10 students' voices audibility and only 8 students' speaking are comprehensible.

The students' self confidence influences the speaking achievement. The low self confidence of the students affected to the result of speaking achievement. It was resulted that the students' speaking achievements' mean was 52.52 (see appendix 8). It was low since it was needed to reach for at least 60 as minimum score. To show that the students succeed in their speaking, the students needed to improve their self confidence. The teacher and researcher decided to use pair work as strategy to make students would be self confident in their speaking activity.

2. First Cycle

After the first cycle, there were several improvement. Most of students had higher attention than the initial condition during the teaching learning process. It can be seen from class situation that less noisy than the previous.

The first cycle conducted of two meetings, they occurred on April, 5 2010 and April,10 2010. In this cycle there were 20 students who presented and the two students were absent. In this meeting teaching and learning process was begun, the teacher explained the material of speaking: Expressions to open, extend ,and to end conversation on phone, pronounce the expressions two until three times and asked the students to imitate together. In this session there were about 16 students pronounce the expression, 3 students were just silent, 2 students speak alone. To solve this problem the teacher should control the class and gave motivation.

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

Based on the observation, the students' self confidences were improved by the implementing English conversation club. It was proved by the result of the first observation that there were 60% could control themselves in 3 aspects but there were 2 aspect less than 60% (See Appendix 5). There were improvement comparing to the initial condition.

But it needs to be improved in order to enhance better of students' self confidence in speaking especially 2 aspects. There were 65.21% students who had been enthusiastic to come forward, 54.54% students had good visual contact/ eye contact, 54.54% students' voices audibility, 63.63% had good posture talk, and 72.73% students' speaking comprehensible.

The students' self confidence influence the speaking achievement. The low self confidence of the students affected to the result of speaking achievement. It was resulted that the students' speaking achievements' mean was 62.87 (see appendix 9). It was low since it was needed to reach for at least 68 as minimum score. To show that the students succeed in their speaking, the students needed to improve their self confidence. The teacher and researcher decided to use pair work strategies to make students would be self confident in their speaking activity.

3. Second Cycle.

After the second cycle, there were several improvement. Most of students had higher attention and enthusiastic to practice the conversation with their pairs before come forward. It can be seen from class situation during the teaching learning process

The second cycle also conducted of two meetings, they occurred on April, 12 2010 and April, 17 2010 . In this cycle there were 23 students who presented . In this meeting, the researcher reviewed the last material of speaking: expressions to open, extend ,and to end conversation on phone, gave a conversation and asked them to role play in front of class.

During the second treatment, researcher kept suggesting to the students if they faced difficulty they should try to solve in their own way and reviewing some aspects to be confidences and not to be afraid to make mistakes. At the end of the lesson, researcher asked to the students role play a conversation and observed them.

Based on the observation, the students' self confidences were improved by the implementing English conversation club. It was proved by the result of the first observation that there were 60% could control

themselves. (See Appendix6). There were 86.95% students who had been enthusiastic to come forward, 72.73% students had good visual contact/ eye contact, students' voices audibility, 72.73% students had good posture talk, and 63.63% students' speaking comprehensible.

4. Third Cycle

The third cycle conducted of two meeting, it occurred on April, 17 and April, 24 2010. In this cycle there were 20 students who presented. And three students were absent, one student was sick, two students were joining karate competition. In this meeting the researcher explained the material of speaking: expression to invite, accept, and refuse an invitation, pronounce the expressions two until three times and asked the students to imitate together. In this session most of students imitated and they were brave in asking if they can not pronounce.

During the third treatment, researcher kept suggesting to the students if they faced difficulty they should try to solve in their own way and reviewing some aspects to be confidences and not to be afraid to make mistakes. At the end of the lesson, researcher asked to the students role play a conversation and observed them.

Based on the observation, the students' self confidences were improved by the implementing English conversation club. It was proved by the result of the first observation that there were 60% could control themselves.(See Appendix 6).There were 82.60% students who had been enthusiastic to come forward, 72.73% students had good visual contact/ eye contact, 77.27% students' voices audibility, 82.60% students had good posture talk, and 82.60% students' speaking comprehensible

B. Observation Analysis

In observation, there were some important matters , which must be paid attention during research, this observation was done by the collaborators, there were five indicators of self confidence which was focused in the observation checklist. The observation was started since early to the last

research. Compared to the initial condition, there were improvement of observation percentage during the research, it told the writer there was an improvement of self confidence from the students' after joining English Conversation Club.

Table I

The result of observation checklist based on the number of students

No	Indicators of self confidence	Number of students			
		Initial condition	Cycle I	Cycle II	Cycle III
1.	Being enthusiastic to speak	7	15	20	19
2.	Posture Talk	5	12	14	15
3.	Visual contact	11	14	15	16
4.	Voice audibility	10	14	19	19
5.	Comprehension	8	10	14	14

Table 2

The result of observation checklist in percentage

No	Indicators of self confidence	Achievement percentage			
		Initial condition	Cycle I	Cycle II	Cycle III
1.	Being enthusiastic to speak	30.43%	65.21%	86.95%	82.60%
2.	Posture Talk	21.73%	52.17%	60.86%	65.21%
3.	Visual contact	47.82%	60.86%	65.21%	69.56%
4.	Voice audibility	43.47%	60.86%	82.60%	82.60%
5.	Comprehension	34.78%	43.47%	60.86%	60.86%

C. Speaking achievement analysis

During the action, the researcher also evaluates the students' speaking achievement using the speaking score involves pronunciation, grammar,

vocabulary, fluency and comprehension (see appendix). The speaking achievement during the action would be compared with the speaking achievement before the action (pre observation). The detail score were stated below:

Table 3
Data of students' speaking achievement

	Pre observation	Cycle I	Cycle II	Cycle III
Mean of speaking score	52.52	60.00	62.60	70.05

D. Questionnaire analysis

After the researcher has finished third cycle would gave a questionnaire sheet. A questionnaire obtained some information about their perceptions during joining English conversation club in improving students' self confidence in speaking and to identify the students' responses while teaching learning process during research. The researcher gave them ten questions of multiple choices to be answered . The questionnaire can be seen in appendix . There was the discussion of multiple choice questionnaire:

1. Question number 1 was, whether they knew, what conversation was. The result was 17,38 % of students strongly understood about conversation, 78.26 % of students understood about conversation, and 0% of students do not understood it. It can be concluded that most of them know what the meaning of conversation
2. Question number 2 was, whether they do conversation with their friends using English language to improve their speaking skill. Most of the students ever did conversation using English language, it reached up to 69, 55 %, 4, 34 of students often do it, and 26.08 of students never do it. t. It can be concluded that some of them ever do conversation using English language to improve their speaking skill..
3. Question number 3 was, whether they ever feel no confidence, when doing conversation using English. The result was 13.04%numbers of the students

answered never, 47.82% of the students answered ever, and 34.78 of the students answered often. It can be concluded that most of them ever feel no confidence, when doing conversation using English.

4. Question number 4 was, how their feeling with English conversation club held in their class. Most of the students were happy with English conversation club held in their class, it reached up 56.52%, 43.47% of students were very happy.
5. Question number 5 was, whether they often used the conversation taught in English conversation club in the class or daily life . The result was 65.21% students ever,34.78% of students never. It can be concluded that most of students ever used the conversation taught in conversation club in the class.
6. Question number 6 was, whether. the activities of English conversation club need to be held continuously in their class. The result was 39 of students answered very needed to be held continuously, 60.86% of students answered needed to be held continuously. It can be concluded that the activities of the English conversation club needed to be held continuously.
7. Question number 7 was, whether they agreed that, English conversation club can improve their confidence in speaking. The result was 52.17 % numbers of students answered strongly agree, 47.82% of the students answered agree and 0% of the students answered disagree. It can be concluded that most of them strongly agree that, English conversation club can improve students' self confidence in speaking
8. Question number 8 was, whether they ever play performance in language teaching learning especially in speaking. The result was 8.69% of the students answered often, 52.17% of the students ever, and 39.13% of the students never play performance . It can be concluded that the students ever play performance when learning speaking .
9. Question number 9 was, whether like practice conversation used communication game. The result was 17.39% students strongly like,

65.21% students like, and 26.08% students dislike. It can be concluded that most of students like practice conversation used communication game.

10. Question number 10 was, whether they agreed, if communication game needs to be used and developed as a learning method in speaking. The result was 17.39% students strongly agreed, 65.21% students agreed, and 17.39% students disagreed. It can be concluded that most of them agreed if communication game used as a learning strategy in speaking.

Based on the result of the all questionnaires, it can be concluded that the students were very happy with existence of English conversation club, by English conversation club they have more opportunity to practice and learn some components of speaking.

E. The Role of English Conversation Club In Improving Students' Self Confidence

English Conversation Club is an extracurricular activity that hold at SMPI Al-Hamidiah Jepara. The purpose of conducting the English conversation club were to establish more opportunities to speak in daily and natural context with comfortable environment and to indirectly prepare the students to be ready to compete in speaking. These purpose were supported by the implementation of conversation, role play and whispering game as classroom activities conducted in the English conversation club.

From the result of questionnaire, the students' opinion about English conversation club is positive, they considered that English conversation club is important, this program to be followed and to be improved because this program gave effect on their confident in speaking, and help them achieve betterment in English speaking. However, the implementation of English conversation club less maximum and still needed improvement..

F. Discussion

Table 4

No	Indicators of self confidence	Achievement(percentage)				Improvement
		Initial condition	Cycle I	Cycle II	Cycle III	
1	Being enthusiastic to speak	30.43%	65.21%	86.95%	82.60%	52.17%
2	Posture Talk	21.73%	52.17%	60.86%	65.21%	43.48%
3	Visual contact	47.82%	60.86%	65.21%	69.56%	21.74%
4	Voice audibility	43.47%	60.86%	82.60%	82.60%	39.13%
5	Comprehension	34.78%	43.47%	60.86%	60.86%	26.08%

Based on the table, the indicators of students' self confidence increased in every action. The indicator of enthusiastic to speak was increased from 30.43% to 82.60%, it increased 52.17%. In the indicator of students' posture talk, before the action was 21.73% and after the action was 65.21%, so it increased 43.48%. The indicator of visual contact before the action got 47.82% and after the action got 69.56%. It means that the result increased 21.74%. The students' voice audibility before the action were 43.47% and after the action got 82.60%. So, it increased 39.13%. For the students' speaking comprehension before the action was got 34.78% and after the action was 60.86%, it increased 26.08%.

The observation proved that students' self confidence increased in every action; although, there was little improvement from pre observation to cycle III.

When the researcher did the pre cycle, students were passive and shy during speaking activity; they were not enthusiastic to practice the conversation even in their seats. When teacher asked them to practice the conversation in front of class, no students want to come forward until the teacher forced them to come forward based on position of their seats. Although they come forward to introduce themselves with English but their voice not loud and they stand in

the middle of front of class but, they just stood beside the teachers' seat It showed that, the students were shy, afraid to speak aloud and not confidence to speak English in front of their friends.

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

During the action, the teacher always encouraged them not to be afraid making mistakes of structures, pronunciation. Teacher also encouraged them to be brave, confident and not to be shy using their visual contact, posture talk and to speak aloud. By using these English conversation club, the students were expected to have strong desire to practice the conversation in front of the class or students.

Although the difficulties came up during the action, based on the observation the researcher concluded that most of students were more self confident while practicing the conversation in pair work and role play than the initial condition. It could be seen from the observation that students had strong desire to come forward for practicing the conversation. While they were in conversation, they used their visual contact and posture talk . They also spoke aloud and their speaking was comprehensible although they made mistakes in pronunciation and structures. It told the researcher that English conversation club can improve students' self confidence.

In addition, in the last cycle the students also got the high mean of the speaking achievement 70.05. The students' speaking achievement was improved in every action. In the pre observation, the mean of class speaking score was 52.52, in the cycle I was 60.00 and in the cycle II was 62.60. It told

the researcher that the improvement of self confidence influenced the students' speaking achievement.

Self confidence was important in learning speaking. Without self confidence students will not be able to practice the conversation well. It would affect to the teaching learning process and the students' speaking achievement. The condition of students' self confidence is very different before and after the action. It was signed that there was an enormous improvement of students' self confidence rate after implementing English conversation club. Moreover, it can be identified from the observation stage that most of students had positive attitudes during practicing the conversation such as speaking aloud, using their visual contact and posture talk.

In conclusion, the role of English conversation club to improve students' self confidence in speaking is important and it very needed by the students especially class VIII of SMPI Al-Hamidiyah Jeparo. This strategy has a positive influence in improving students' self confidence in speaking. And the students' self confidence affects to the students' speaking achievement,