

**BUILDING STUDENTS' SELF-CONFIDENCE IN SPEAKING
THROUGH GROUP DISCUSSION
OF THE SECOND GRADE STUDENTS AT
SMAN 8 BANDAR LAMPUNG**

(A Script)

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ABSTRACT

BUILDING STUDENTS' SELF CONFIDENCE IN SPEAKING THROUGH GROUP DISCUSSION OF THE SECOND GRADE AT SMAN 8 BANDAR LAMPUNG

By

Agung Putra M

The aim of this study is to find out whether (i) group discussion improves students' self-confidence and (ii) there is an improvement in students' speaking ability after the implementation of group discussion.

The subjects were the second grade students of SMAN 8 Bandar Lampung. The design of the research was quantitative analysis. Speaking test and questionnaire were used to elicit the data. Paired sample t-test was used to analyze the data of speaking result and self-confidence questionnaire.

The result of this research showed that the group discussion significantly improved the students' self-confidence and students' speaking achievement. The self-confidence's paired t-test result shows that t-value (4462) is bigger than the t-table (2145) with $p=0.001$ which means, there is an improvement of students' self confidence. Similarly, the students' speaking achievement also improved after the implementation of group discussion. It is shown by the paired sample t-test result of the speaking tests, t-value (2412) is bigger than t-table (2145) with $p= 0.03$

This suggests that group discussion activity triggers students' motivation in exploring their speaking skill. Likewise, the speaking skill, group discussion builds students' self-confidence.

Keywords: group discussion, speaking ability, self-confidence.

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A Script

**Submitted in a Partial Fulfillment of
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In

**The Language and Arts Education Department of
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UNIVERSITY OF LAMPUNG
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2017**

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SPEAKING THROUGH GROUP DISCUSSION OF
THE SECOND GRADE STUDENTS AT SMAN 8
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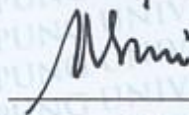
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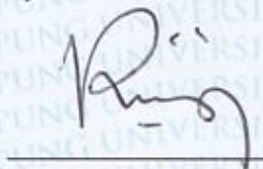
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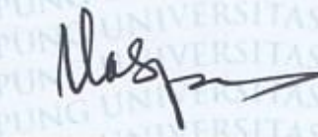
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CURRICULUM VITAE

The writer was born in Bandar Lampung on September 26th, 1995 as the first son in a lovely family of Chief. H. Mangunsong and L. Hutapea. He was named Agung as it fits to his ideal posture. Vera A. Andani was his one and only sibling he has who was born 5 years later in a lovely place.

TK Fransiskus Tanjungkarang was his place for seeking pleasure in his early-stage-learning. He continued to SD Fransiskus Tanjungkarang where he learnt to be a WE gamer. Latter stage, he enrolled in SMP Fransiskus Tanjungkarang and SMAN 8 Bandar Lampung as he learnt deeply about English. He participated actively in internal organizations (English Club, Pramuka, KIR)

Last but not least, English Study Program, UNILA, admitted him as one of their students. During 4 years as a university student, he participated some organizations and community such as POMK, HMJPBS, SEEDS, EFECT, *Lampung Bercerita*). Additionally, he joined Smart English course to explore his teaching experience.

DEDICATION

*This writing-work is fully dedicated to all hand-givers and the seeker of
knowledge.*

MOTTO

-Don't shy away from the world's pain. Instead, examine it, challenge it and,
while you are in it, find "a villain to vanquish"-

- Steven Spielberg-

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The writer

Agung Putra M

LIST OF CONTENTS

	Page
COVER	i
ABSTRACT	ii
CURICULLUM VITAE	vi
DEDICATION	vii
MOTTO	viii
ACKNOWLEDGEMENT	ix
CONTENTS	xi
LIST OF THE APPENDICES	xiii
LIST OF TABLES	xiv
I. INTRODUCTION	
1.1. Background	1
1.2. Research Question	3
1.3. Objectives of the Research	3
1.4. Uses of the Research	3
1.5. Scope of the Research	4
1.6. Definition of Terms	4
II. LITERATURE REVIEW	
2.1. Concept of Speaking	6
2.2. Aspects of Speaking	7
2.3. Problem in Speaking	10
2.4. Types of Speaking	11
2.5. Group Discussion	13
2.5.1 Previous Research of Group Discussion	13
2.5.2 Concept of Group Discussion	14
2.6. Self-Confidence	16
2.6.1 Previous Studies of Self Confidence	16
2.6.2 Concept of Self Confidence	17
2.7. Procedure in Teaching Speaking to Build Self Confidence through Group Discussion	19
2.8. Advantages and Disadvantages	20
2.9. Theoretical Assumption	21
2.10. Hypothesis	22
III. METHOD	
3.1. The Research Design	23
3.2. Population and Sample	24

3.3. Variables	24
3.4. Instruments.....	25
3.5. Reliability and Validity of the Instruments.....	25
3.6. Scoring System	28
3.7. Research Procedure and Data Collecting Technique.....	29
3.8. Data Analysis	31
3.9. Hypothessis Testing	32

IV. RESULTS AND DISCUSSIONS

4.1. Students' Improvements in Self-Confidence after the Implementation of Group Discussion	33
4.2. Students' Improvements in Speaking after The Implementation of Group Discussion	37
4.3. Discussion of the Findings	41
4.3.1. Students' Self-Confidence.....	41
4.3.2. Students' Speaking	45

V. CONCLUSIONS AND SUGGESTIONS

5.1. Conclussions	49
5.2. Suggestions	50

REFERENCES	51
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APPENDICES	54
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LIST OF THE APPENDICES

	Page
Appendix 1: Research Schedule	55
Appendix 2: Self Confidence Questionnaire.....	56
Appendix 3: Speaking Scoring Rubric.....	57
Appendix 4: Lesson Plan	75
Appendix 5: Speaking Result of Pre-Test.....	76
Appendix 6: Speaking Result of Post-Test	77
Appendix 7: Comparison of Speaking Aspects from Pretest and Posttest	78
Appendix 8: Comparison of Speaking Marks from Pretest and posttest	81
Appendix 9: Result of Self Confidence Questionnaire (First-term)	82
Appendix 10: Result of Self Confidence Questionnaire (Second-term)	83
Appendix 11: Reliability of the Data (Speaking Test)	84
Appendix 12: Distribution of Speaking Mark in Pretest	85
Appendix 13: Distribution of Speaking Mark in Posttest.....	86
Appendix 14: Test Normality and Paired Sample T-test of Self-Confidence Questionnaire's Result.....	87
Appendix 15: Test Normality and Paired Sample T-test of Speaking Tests' Result	88
Appendix 16: Transcription of the Discussion.....	89
Appendix 17: Speaking Pre-Test.....	94
Appendix 18: Speaking Post-Test.....	96
Appendix 19: <i>Surat Izin Penelitian</i>	98
Appendix 20: <i>Surat Keterangan Penelitian</i>	99

LIST OF TABLES

Table 1. Analysis of Self-confidence Questionnaire.....	33
Table 2. Tests of Normality of Self-confidence Questionnaire	36
Table 3. Paired Samples Test of Self-confidence Questionnaire.....	37
Table 4. Students Speaking Achievement in Speaking Pre-test and Post-test.....	37
Table 5. The Improvements of Speaking Aspects	39
Table 6. Normality Test of The Speaking Tests	40
Table 7. Paired Samples Test of the Speaking Tests	41

I. INTRODUCTION

This chapter is concerned in the several points such as background of the questions. It contains reasons of conducting the research about Building Students' Self-Confidence in Speaking Using Group discussion, identification of the questions, objectives of the research, uses of the research, scope of the research, and definition of terms. The content of the chapter are provided briefly below.

1.1. Background

Speaking skill is an important aspect of language L2 learners need to master. In addition, speaking skill is the main skill in communication (Weltys, 1976). As quoted in Putri (2008), the importance of speaking relays on conveying information, ideas, and maintain social relationship by communicating with others. Therefore speaking skill is very important L2 learners to acquire.

However, speaking is regarded as being difficult by some students in learning a foreign language since learners need to build and sharing thoughts are often very complicated (Handayani, 2012). This impacts result in students' low capability of speaking in English (Shabrina, 2008)

In addition, some aspects affect the students' problem in speaking, one of which is lack of confidence. Therefore, some students are often embarrassed when they make mistake or being laughed (Shabrina, 2008). In short, students with high self-confidence will involve actively during the learning activity rather than those with low self-confidence (Doqaruni, 2013). This situation tends to happen because the

teaching learning activity did not involve students to explore their speaking ability.

There have been several studies regarding to self-confidence. Doqaruni (2013) implemented story telling activities and presentation in promoting students self-confidence. He found the students' self-confidence and speaking ability increased after the implementation of the incorporated activities. Next related study, Xu (2011) examined how the L2 learners perceived the self-confidence. She found out the L2 learners perceive more self-confidence if their previously L2 identities were confirmed.

Regarding to students' lack of confidence, the teaching learning activity seemed to be redesigned since the activity did not involve students to explore their speaking ability. Therefore, the teaching learning activity might be redesigned to the activity containing sharing and building ideas, one of which is group discussion. As it is believed that group discussion provides a face-to-face communication where the students will exchange their thoughts freely (Argawi, 2014). In addition, the student-centered approach enhances the interaction between students in which they will perceive confident (Alvermann (2002).

There have been several study examined the use of group discussion. Harizaj (2015) conducted a research on implementing group discussion in improving students writing. She found that through group discussion the students develop social communicative expression helping them in expressing idea. Next, Dalkou and Frydaki (2016) examined the use of group discussion in literature class. they states that the experimental group achieved a significant improvement of literature understanding after the implementation of group discussion.

1.2. Research Question

Based on the background of the problem, the questions formulated by the researcher as follows:

1. Does group discussion improve students' self-confidence in speaking?
2. Is there any improvement of students' speaking achievement after the implementation of Group Discussion?

1.3. Objectives of the Research

Base on the questions above, the objectives of this research are as follows:

1. To find out whether group discussion improves students' self-confidence in speaking.
2. To find out whether there is any improvement of students' speaking achievement after the implementation of group discussion.

1.4. Uses of the Research

This research is hopefully useful both theoretically and practically:

1. Theoretically
 - a. The result of the research is expected to support group discussion implementation can build students' self-confidence in speaking
 - b. The result of the research is expected to support the theory of self-confidence plays an important role in students' speaking achievements.
 - c. The result of this research is expected to support the theory that speaking exposure improves students' speaking achievements.

2. Practically

- a. The result of the research can be used as a reference for teacher or students in teaching or learning speaking.
- b. The result of the research can be used as reference for those who wants to analyze students problem in speaking or the self-confidence of a L2 learners.
- c. The result of this research is expected to provide specific procedures of how to build the students' self-confidence in speaking using group discussion.

1.5. Scope of the Research

This research focused on implementing group discussion to build students' self-confidence in speaking and to find whether there is any improvements of students' speaking achievements after the implementation of group discussion. The sample of the research was second grade students in SMAN 8 Bandar Lampung

1.6. Definition of Terms

In order to avoid misunderstanding, some terms used in this research are defined as follows:

a. Speaking.

Speaking is an interactive process of constructing meaning that involves producing, receiving, and processing information.

b. Self-Confidence

Self-confidence is an innovative unitary construct conceptually related to language anxiety as an affective aspect and perceived communicative competence as a cognitive component in learning an L2.

c. Group discussion

Group discussion is a technique provides students the place for exchanging their thought as they have more chances to speak.

II. LITERATURE REVIEW

This chapter concerns about the literature review that used in this study: concept of speaking, aspect of speaking, types of speaking, teaching speaking, concept of group discussion, concept of self-confidence, procedure in building students' self-confidence in speaking using group discussion, advantages and disadvantages, theoretical assumption, hypothesis.

2.1. Concepts of Speaking

Speaking skill is an important aspect of language, which L2 learners should study and acquire so that the learners can communicate one to another (Welty, 1976). The importance relies on two aspects. First, our personality, our self-image, our knowledge of the world and our ability to reason and express our thoughts are reflected to in our spoken performance in a foreign language where L2 learner's goals are being able to speak to friends, colleagues, visitors, in L2 language. Second, the linkage between students' classroom participation and their academic achievement is undeniable.

Furthermore, speaking is encoding process whereby, we communicate our ideas, thought and feeling through one or other forms of language (Haris, 1974). In addition, we can produce spoken message to someone. The message here is our idea, thoughts, or feeling, which we want to share. In this case, the speaker needs a listener in order to communicate.

In addition, speaking is oral communication. It is a *two-ways* process between speaker and listener and involving productive and reactive skill of understanding (Byrne, 1984).

Since speaking is an interactive process of constructing meaning involves producing, receiving, and processing information, its form and meaning are dependent on the context in which occurs, including the participants themselves and the purposes for speaking (Handayani, 2012). Yet, speaking requires not only understand when, why, and in what ways to produce the language (sociolinguistics competence) but also that they know how to produce specific points of language such as grammar, pronunciation, or vocabulary (linguistic competence).

Furthermore, speaking is an ability to express a sequence of ideas fluently (Lado, 1976). It means that in the process of speaking there must be at least two people, one is the speaker and one other as the listener. In communication or speaking process, the speakers must be able to share the ideas clearly, so that the listener can receive what the speaker communicates, he or she must comprehend incoming message and organize appropriate response for production.

Referring the explanation above, speaking is the main instrument in communication and it uses to convey or to express speaker's thought, ideas, to the listener as a two-way process which included producing, receiving, and processing information

2.2. Aspects of Speaking

As quoted in Putri (2013), Brown (1980) states that speaking must fulfil these following aspects they are:

1. Fluency

Fluency is defined as the ability to speak fluently and accurately. Signs of fluency include a reasonably fast speed of speaking and only a small number of pauses. Fluency refers to the ease and speed of the flow of the speech.

2. Pronunciation

Pronunciation refers to the ability to produce easily comprehensible articulation.

3. Comprehension

Comprehension for oral communication requires a subject to respond to speech as well as to initiate it. Comprehensible defines the ability of understanding the speakers' intension and general meaning.

Quoted in Handayani (2012), Haris (1974) says that speaking has some aspects as described below.

1. Pronunciation refers to be the person's way of pronouncing words. One who learns English as foreign language must be able to use English pronunciation as well as other skills
2. Grammar is the study of rules the study of language inflection rules. It is a system of units and patterns of language
3. Vocabulary refers to the words used in language. Phases, clauses, and sentences are built up by vocabulary. In short, vocabulary is very important because without words we cannot speak at all
4. Fluency refers to the one who expresses quickly and easily. It means that when a person makes a dialogue with another person can give respond well without difficulty.

5. Comprehension refers the ability of understanding the speaker' intention in general meaning. It means that if person can answer or express well, it shows that he comprehends or understands well.
6. Accuracy is related to the closeness of a measurement, within certain limits, with the true value of the quantity under measurement. For instance, the accuracy of dose determinations by LTD is given by the difference between the measured value

Juwita (2015) states that there are five aspects in speaking, there are:

1. Fluency

Fluency is defined as the ability to speak fluently and accurately. Sign of fluency include a reasonably fast speed of speaking and only a small number of pauses and “ums” or “ers” and the intonation while speaking. This signs show that the speaker does not spend much time to find the language items needed to deliver the message.

2. Grammar

Grammar is the ability to manipulate structure and distinguish appropriate grammatical form in appropriate ones.

3. Vocabulary

Vocabulary means appropriate diction, which is used in communication, in which the speaker needs sufficient vocabulary to communicate with others.

4. Pronunciation

Pronunciation is the ability to produce comprehensible articulation easily. It is the way a word or spoken language.

5. Comprehension

Comprehension is the ability of understanding the speakers' intention and general meaning. It implies that if someone can express or respond well and correctly, he/she comprehends well.

According to the explanation of the speaking aspects, there were five aspects of speaking considered in this research; fluency, grammar, vocabulary, pronunciation, and comprehension.

2.3. Problem in Speaking

The learners have their own difficulties in learning the language. Particularly in improving speaking skill is not easy for the students. Researchers have discovered various reasons for this reluctance to speak in L2 classroom situations.

L2 speaker or L2 students sometime face some problems while speaking Doqaruni (2013). There are several reasons or problems in speaking class or L2 class. There are; fear of losing face (e.g., being laughed at), low proficiency in the target language, previous negative experiences with speaking in class, cultural beliefs about appropriate behavior in classroom contexts (e.g., showing respect to the teacher by being quiet), habits (e.g., becoming used to a passive role in the classroom), personality (e.g., introversion), and lack of confidence.

English is usually taught to L2 learners through certain method or technique requires students to be good in language rules such as grammar (Savasci, 2013). For years, reading, writing, and listening skills are taught deeply to fulfill the goal of national examinations or tests. This situation tends to make the students may participate in the activities incorporating other skills such as reading, writing and listening while they are unwilling when it comes to speaking activity in L2. The

less students have place to train their speaking, the lower their self-confidence will be. In addition, students with low self-confidence will inactively participate the speaking activity (Doqaruni, 2013).

It is believed that problems in speaking are not only affected by the intensity of language use of the speakers but also their own personality (Tuan, 2015). The personality factor also play important role in affecting L2 acquisition. It is self-confidence as defined to have control on L2 acquisition. There are some factors affect the self-confidence itself: anxiety, motivation, introvert, extrovert (Krashen, 1982). The four factors affect student's self-confidence. Therefore, students' self-confidence becomes the main problem in learning or acquiring L2. Students' lack of confidence will drive students be more apprehensive and tense thus they more unwilling participate the L2 activity.

2.4. Types of Speaking

There are six types of speaking to give understanding related concepts. According to Brown (2001), as quoted in Juwita (2015), that much of our language is devoted to instruction in mastering English conversation. He classifies six types of classroom speaking performance, which are explained as follows:

1. Imitative

A very limited portion of classroom speaking time may legitimately be spent generating "human tape recorder" speech, for example, learners practice an intonation contour or try to pinpoint a certain vowel sound. Imitation of this kind is carried out not for the purpose of meaningful interaction but for focusing on some particular element of language form.

2. Intensive

Intensive speaking goes to one-step beyond imitative to include any speaking performance that is designed to practice some phonological or grammatical aspect of language. Intensive speaking can be self-initiated or it can even form part of some pair work activity, where learners are “going over” certain forms of language.

3. Responsive

A good deal of student speech in the classroom is responsive short replies to teacher or students initiated questions or comments. These replies are usually sufficient and do not extend into dialogues. Such speech can be meaningful and authentic.

4. Transactional (dialogue)

Transactional dialogue, that is carried out for the purpose of conveying or exchanging specific information is an extended form of responsive language. Conversation, for example, may have more of a negotiate nature to them than does responsive speech.

5. Interpersonal (dialogue)

Interpersonal dialogue is carried out more for maintaining social relationship than for the transmission of facts and information. The conversation is pretty trickier for learners because they can involve some or all of the following factors:

- A casual register
- Colloquial language
- Emotionally charge language

6. Extensive (monologue)

Students who are at intermediate to advanced level are called on to give extended monologues in the form of oral reports, summaries, or probably short speeches. In this, the register is more formal and deliberative. This monologue can be planned or impromptu.

According to the explanations of the speaking types, transactional dialogue was implemented in this research. Thus, that the participants tried to exchange their thoughts and others had to understand and reply it. This type of speaking was believed to serve more chances to speak and to increase their self-confidence.

2.5. Group Discussion

This subchapter discusses about the concept of group discussion and the previous research, which had been administered.

2.5.1. Previous Research of Group Discussion

There are several studies conducted in order to examine the group discussion usage in teaching learning activity. Harizaj (2015) conducted a study on group discussion. She examined the group discussion as an active learning in writing. There research had university students in advanced level of English in Albania to be her subjects. She found that, through group discussion, students have face-to-face communication where they are not afraid or expressing themselves in a group discussion. Through group discussion, students develop social communicative expression and help them to reach inside-outside classroom achievements. Moreover, they will achieve their social affective.

Group discussion itself has been examined not only writing skill but also in a literature in English teaching learning activity. Dalkou and Frydaki (2016)

examined the use of group discussion in teaching literature. In their research, a public of junior high school was chosen to be their subjects, which has 90 students. The class was divided into 2 groups, control and experimental groups. The result indicated that the group which used group discussion, the experimental group, had better improvements and marks than the control group.

2.5.2. Concept of Group Discussion

Group discussion is one of communicative teaching strategies used in controlling class. Group discussion is one of several techniques in cooperative learning or recently we call it as a collaborative learning. Collaborative learning is believed to be a good class management and has a positive effect in increasing creative and trigger for student to explore their ability. Juan (2014) claims that collaborative learning can improve student's capability in increasing creativeness because collaborative learning serve students class organization. Furthermore, Harizaj (2015) states that through cooperation students have a face-to-face communication. Through cooperative learning students develop social communicative expressions. Developing such expressions, they use them to reach success inside and outside classroom. Cerbin (2010) claims that there are five techniques in collaborative learning, there are group learning task (group discussion), training students, forming groups, students' collaboration, and grading students.

Group discussion is believed to have more responsibility for their own learning, develop social and leadership skills and become involved in an alternative instructional approach. According to Hoover (1997) as quoted in Argawai (2014), discussion is the process of talking things over among two or more persons, preferably face to face. He adds that the total discussion process ideally is a

cooperative effort on the part of a number of individuals to work together as a group, through the exchange of thought orally, toward some group objectives.

Group discussion is a method of organizing the class and communicating activities in classroom. In addition, two to four students are working together for a single task or different parts of a larger task. If there are only two students in a group discussion, it is called pair work. The term of group discussion describes a teaching practice that learning considered as a key feature. According to Alvermann (2000), participatory approaches are student-centered approaches, incorporates classroom structures and activities that enhance peer interaction.

Larger groups cannot provide students with more opportunities to speak (Wang, 2012). Different from the original system of classroom organization, the groups of students will become an individual “social system” in-group discussion (Cray, 2003). Group discussion stimulates and propels learners to take responsibility for the learning task and is characterized as an “unrehearsed intellectual adventure” (Oakeshott, 1962).

According to Dalkou (2016) group discussion enhances the development of interpretative strategies because students can share their idea and get new perspective than individual learners. He states that group discussion is an valuable instruments in the hands of teachers who have classes with many students. He adds, group discussion can help students by enhancing active learning and peer correction and interaction and avoiding correction each other.

The teacher should know well about the students and make sure each group member has complementary advantages, at the same time, the level of each group should be almost the same and this may ensure a fair competition among them (Gu, 2010).

From this explanation, group discussion was a way of cooperative learning where the students would be more communicative and give them more opportunities to speak their idea and argument. The group focused on 3 to 5 members in each group in order to give chance to each member to speak because larger group or member in a group would not provide good environment for speaking (Wang, 2012).

2.6. Self-Confidence

This subchapter discusses about the concept of self-confidence and the previous research which had been administered.

2.6.1. Previous Studies of Self Confidence

There are many studies about self-confidence. Doqaruni (2013) examined a study on promoting self-confidence in a foreign language classroom. The participants were 16 Iranian university students in private English language institute. He found that the students, at first, seemed passive and reticent during the class activity. He incorporated extra speaking activities, telling a story, and presentation activities. The result showed that the instructional methodology stressing peer collaboration as a tool for increasing the ability of the students to speak is likely to result in confidence (Doqaruni, 2013)

Xu (2011), also did a self-confidence study. She examined how self-confidence is perceived by L2 speakers. She used an observation and a guided interview to elicit the data. The participants were two Chinese advanced learners of English in Australia. She found that regarding internal factors, it was found that the learners would seem to perceive more confidence if their previously established L2 identities were confirmed. (Xu, 2011)

Griffie (1997) states that in measuring confidence itself, he tried to conduct a research on validating or assessing a questionnaire on speaking confidence. He concludes that there are three aspects in speaking confidence. They are; (1) Ability is a command or bravery to talk within or without appropriate grammar or vocabulary and way of pronunciation, (2) Assurance is a feeling of security or and comfort when speaking in English, (3) Willing Engagement is a condition where they feel want to speak in English or being triggered to express themselves in using English.

2.6.2. Concept of Self Confidence

There are a lot of believes among researchers about the self-confidence whether it is affected by the personality or it is affected by the environment or it is affected by both of them. Generally, self-confidence is someone's feeling of trusting and believing in his/her abilities to do things in successful way.

Self-confidence itself is treated as an affective filter influenced by anxiety, extrovesion, and introversion. Krashen (1982) agrees that the extroversion and introversion of the learners cannot be blamed to give negative influence of L2 acquisition. In addition, the factor affects learners' self-confidences is the anxiety of the learners. Anxiety gives the negative impact on learners' confidence if they cannot manage it. Anxiety appears as a language awareness of the speaker. It appears as a monitor manages the language produced by speakers. There are some types identified by the researcher: over-users, under-users, and optimal-users (Krashen, 1978). Speakers with low anxiety will have high confidence although they are introvert because they do not aware of what language or structure they will use. It is known as under-users. On the other hand, speakers with high anxiety tend to monitor all language aspect they produce, known as over-users. In

addition, if the speaker can manage their language awareness, they will produce an appropriate language, known as optimal-users.

Similarly, to self-confidence, self-esteem is considered to support the learner confidence (Richards and Schmidt, 2010). Self-esteem is defined as a feeling or belief of individual ability in achieving goal. Self-esteem is build by two factors; self-image (efficacy) and ideal self (Lawrence, 2006). A learner judgment of them self, whether it is a good judgment or bad judgment, will influence students' self-esteem as likely to result in their confidence.

On the other hand, Clement and Kruidenier (1985) claim those terms of self-confidence, anxiety and self-esteem are often treated as distinct related learning dimensions in the field of second language. The literature widely defines these concepts directly related and affected each other. If one of the factors increases or decreases, the others will follow in a direct relationship.

Clemet (1980, 1986) introduces the notion of self-confidence to the L2 learning through the social context model as an innovative unitary construct conceptually related to language anxiety as an affective aspect and perceived communicative competence as a cognitive component in learning an L2. Clemet assumes that the social context is important to the l2 learners; he says that the L2 learners take place in a multicultural setting, qualitative and quantitative aspects of contact with the L2 community would heighten the learners 'self-confidence which then became the most immediate motivating influence to learn an L2.

Norton (2000) came to form a different understanding of self-confidence, upon noting how inequitable relations of power could limit the opportunities the L2 learners had to practice English outside the classroom. Consequently, Norton (2000) established a social constructive view of self-confidence, maintaining that

both self-confidence and anxiety are socially constructed within and by the lived experiences of language learners.

Self-confidence takes core position in having engagement with others in communicating, whether it is a feeling of security or comfortable of communicating or having willingness to communicate with others (Griffiee, 1997).

In short, self-confidence is defined as a language awareness of a speaker. The level of confidence itself is affected personality and the environment of the speakers. The self-confidence is believed to affect the students' speaking comprehension. In addition, it is conceptually constructed as a social context where the qualitative and quantitative interactions of L2 learners facilitate the self-confidence to improve as an immediate motivation influence.

2.7. Procedure in Teaching Speaking to Build Self Confidence through Group Discussion.

The scenario used in teaching speaking using group discussion is divided into three sections, which are pre Activity, whilst or main activity, and post activity (Argawati, 2014)

a. Pre Activity

- The researcher opens the meeting by proper opening.
- The researcher opens the class by giving questions to the other member to build their background knowledge about the topics (Brainstorming)

b. While Activity

- The teacher divides the class into several groups which every group contains 3 persons.

- The teacher gives the issue/topic of the discussion. Each group will have same topic.
- The researcher begins the discussion by explaining the topic to the other members.
- The researcher is not involved in the discussion but as an advisors in order to make sure that the discussion will run and to observe the member.

c. Post Activity

- Every group has the presentation of their discussion..
- The researcher re-explains what they did and the conclusion too.
- The teacher closes the discussion.

2.8. Advantages and Disadvantages

There are some advantages of this technique:

1. The students are eager to speak their idea and their argument.
2. The students develop their imagination and critical thinking.
3. The students' self-confidence is developed because they will not be shy or hesitate because the activity is enjoyable and attractive.
4. Student's social skills are developed because they are face-to-face communication so they can understand one each other through group discussion.

On the other hand, there are some disadvantages by using group discussion to build students' speaking self-confidence.

1. The teacher has to understand the ability of their students in critical thinking in order to search or choose the appropriate materials so the discussion will be attractive and enjoyable.
2. This activity takes much time due to the discussion.
3. Teacher must pay attention in giving correction to students' mistakes in order to avoid judging.

2.9. Theoretical Assumption

The problem such as they are afraid of speaking English because of their traditional accents, and they are too pointed on grammar, vocabulary choice which make they consume longer time to think and whenever they start to express their idea, the issue is changed. Such those problem will make students feel more inferior to speak in class or moreover they will clutch themselves means they will be not so active in the activity. Simply, students who are lack of chances to speak in class will be low in level confidence as long as their speaking achievement.

Problems above may occur because the students are lack of speaking exposures or speaking practices during the teaching learning activity. According to the problem, the teaching learning activity seems might be changed into an activity which encourages students to speak and to enrich students confidence in speaking. There is an activity, which provides the communicative environments, which will encourage students to speak and to enrich students speaking confidence, group discussion.

Group discussion is believed to have more responsibility for their own learning, develop social and leadership skills and become involved in an alternative instructional approach. The more students do not have place or chance to speak, the lower their confidence will be. As the lower confidence of the students, the lower students mark they got. In line with the problem, group discussion provides the communicative environment where students will have their practices of speaking. Through group discussion, students will be directly to have a face to

face communication activity. The communicative activity will enhance students to explore their ability in speaking.

From the explanation above, the researcher assumes that group discussion is able to improve students' self-confidence in speaking and students' speaking achievement.

2.10. Hypothesis

Based on the problem, theories, and theoretical assumption, which are discussed above, the hypothesis is formulated below.

Hi 1 : There is an improvement of students' self-confidence after the implementation of group discussion.

Hi 2 : There is an improvement of students' speaking achievements after the implementation of group discussion.

III. METHOD

This chapter discusses about the research design, subjects of the research, research instruments, data collecting technique, and data analysis technique.

3.1. The Research Design

This research was a quantitative research. The researcher intended to find out whether i) group discussion facilitate students self confidence in speaking ii) there is any improvements of students speaking confidence after being taught group discussion.

The first, to find out the whether group discussion improves students self-confidence in speaking which is a quantitative research. Questionnaire of self-confidence developed by Griffie Theory (1997) was implemented in this research. The confidence questionnaire was administrated in two sessions; the first before the treatment and the second was after the treatment.

The second, is to find whether there is any improvements of students speaking achievement after the implementation of group discussion, which is a quantitative research, the research will use the speaking test. The tests were administered before treatment (pretest) and after treatment (posttest)

This research design is a pretest and posttest design with three times in treatments. The design of the research as follows.

T1 X T2

T1= Administrating the pretest and distributing the self confidence questionnaire.

X= Three times treatments.

T2= Administrating the posttest and distributing the self confidence questionnaire.

3.2. Population and Sample

The population and the sample of this research was a purposive sampling, which was the population and the sample are chosen purposively to answer the research questions. The population of the research was senior high school students and the sample was the students who were in second grade. The criteria of the sample was the high school which reading and listening as the top priority in order to achieve the examination. SMAN 8 Bandar Lampung was chosen because in the school the teaching learning activity of English subjects focuses on to reading and listening also writing and not so focuses on speaking. The sample of the research was second grade students.

3.3. Variables

In order to assess the influence of the treatments in this research, variable was defined as dependent and independent variables. Hatch and Farhady (1982) states that the independent variable is major variable that a researcher hopes to investigates; the dependent variable is the variable that the researcher observed and measured to determine the improvement of the independent variable. The researcher concerns these of following variables.

X= Group discussion as independent variable

Y= Self confidence and speaking achievement as dependent variable

3.4. Instruments

In order to gain the data of the research, the researcher used some instruments to gain the data.

1. Self-confidence Questionnaire.

This questionnaire contains the information about students' confidence which is developed from Griffie theory (1997). The questionnaire was administrated in two sessions, before treatment and after treatment.

2. Speaking Test

Speaking test was administrated in order to see the students speaking ability. The tests were administrated two times, pretest and posttest. The test contained information about student's ability in speaking before treatment and after treatments. In order to measure the student's performance in speaking, the researcher used speaking rubric in order to make cleared the measurement of the speaking performance doing by the students

3. Voice Recorder

Since the data in this research can be classified to the type of the conversation analysis, therefore the voice recorder was used in this research in order to record the discussion during the tretments.

3.5. Validity and Reliability of the Instruments

In doing the research, the researcher used some instruments, and those instruments were proved whether the instruments have fulfilled the validity and the reliability aspects.

1. Self Confidence Questionnaire

Self-confidence questionnaire was administrated in order to find the effect of group discussion iimplementation on students self-confidence.

a. Validity

Validity refers to which instrument measures the particular skill or the objectives are intended to be measured and suitable with the criteria (Hatch and Farhady, 1982) the researcher use content validity.

- Content Validity

Content validity is concerned with the questionnaire items whether the items support or represents the idea or aspects used by the researcher. In this research there is a questionnaire, self-confidence questionnaire. The questionnaire contains two aspects, they are assurance and willing engagement.

b. Reliability

To fulfill the reliability aspects which is concerned with the consistency of a measurement of a research, or the ability of a measurements to measure the same research subjects in a different time and gives consistent results (Setiyadi, 2006). The questionnaire applies two aspects, assurance and willing engagement)

2. Speaking Tests.

Speaking tests administrated to see students speaking ability towards the implementation of group discussion. There were the speaking pretest and the speaking posttest of the speaking test. The pretest was administrated to see students speaking ability before the treatment (group discussion implementation). The posttest was administrated to see students speaking after the treatment (group discussion implementation). To measure the students speaking performance, the researcher use scoring rubric to make clear the measurements of the speaking performance. To make sure the speaking test and the speaking rubric are able to

used in this research, the researcher examined the validity and the reliability aspects of the two instruments.

a. Validity

Validity refers to which instrument measures the particular skill or the objectives are intended to be measured and suitable with the criteria (Hatch and Farhady, 1982) the researcher use content and criteria validity.

- Content Validity

Content validity is concerned with the test whether the test supports or represents the curriculum used by the researcher. In this research, the researcher used KTSP as the curriculum. The explanation about the standard competence and basic competence of the speaking test and the lesson plans is briefly explained in the appendix.

- Construct Validity

Construct validity is concerned with the test that actually in line with the theory of what is measure to the language skills is being measured. This research examines the speaking towards group discussion. The tests of speaking (pretest and posttest) were administrated in group discussion.

In short, the instruments of this study has fulfill the validity aspects.

b. Reliability

To fulfill the reliability aspects which is concerned with the consistency of a measurement of a research, or the ability of a measurements to measure the same research subjects in a different time and gives consistent results (Setiyadi, 2006). The data gained will be using quantitative description. The researcher analyzes the reliability of the speaking test and the scoring rubric are reliable or not. A test can be consider reliable if the test has a consistent result. In order to ensure the

reliability of scores and to avoid the subjectivity of the research, there would be inter-rater reliability. Inter-rater reliability used when score on the test was independently estimated by two or more judges or raters. In this case, the first rater was the researcher and the second was English teacher in SMA Negeri 13 Bandar Lampung. Before scoring the students' recount text writing, it was important to make sure that both raters used the same criteria of scoring. Hereby, the first and the second rater used scoring criteria devised from Jacobs et al (1981). To measure how reliable the scoring was, this study used *Rank – order Correlation* with the formula:

$$p = 1 - \frac{6 \cdot \sum d^2}{N(N^2 - 1)}$$

p	: Coefficient of rank order
d	: Difference of rank correlation
N	: Number of students
$1-6$: Constant number

(Hatch and Farhady, 1982)

After finding the coefficient between raters, the researcher analyzed the coefficient of reliability with the standard of reliability below:

- | | |
|----------------------------|----------------------------|
| a) A very low reliability | (range from 0.00 to 0.19) |
| b) A low reliability | (range from 0.20 to 0.39) |
| c) An average reliability | (range from 0.40 to 0.59) |
| d) A high reliability | (range from 0.60 to 0.79) |
| e) A very high reliability | (range from 0.80 to 0.100) |

(Slameto, 1998 in Hayanti, 2010)

The result of the reliability test of the speaking pretest is 0.9554 and posttest is 0.9179. According to criteria above, the two tests are categorized as very high reliability. The explanation of the formula is explained in Appendix K.

3.6. Scoring Systems

A. Self-confidence Questionnaire Scoring System

- Assurance Aspects:

$n = \text{amount of all score in items 1 – 8}$

$$\text{Assurance} = \frac{n}{48} \times 100\%$$

- Willing Engagement

$n = \text{amount of all score in items 9 – 16}$

$$\text{Willing Engagement} = \frac{n}{48} \times 100\%$$

- Self-confidence Score

$\text{Assurance} + \text{Willing Engagement} =$

After finding the self-confidence score, the researcher analyzed the score with the standard below.

- | | |
|-----------------------------|--------------------------|
| a) A low self-confidence | (range from 33% to 52%) |
| b) A fairly self-confidence | (range from 54% to 77%) |
| c) A high self-confidence | (range from 79% to 100%) |

B. Speaking Test Scoring System

$n = \text{score of speaking aspects}$

$$\text{Speaking Score} = \frac{n}{15} \times 100$$

3.7. Research Procedure and Data Collecting Technique

In gaining the data, the researcher will use several step and technique.

1. Determining the population and sample.

In determining the sample and the population of the research, the researcher used purposive sampling which meant the population and the sample was chosen to answer the research question. The population of this research will be senior high school, which the sample will be the second grade.

2. Administrating pretest and distributing the self confidence questionnaire.

The pretest was administrated in order to see students speaking ability before the implementation of group discussion. The pretest was in form of group discussion test which each group has their own issue and they discussed the issue. The pretest was 20 minutes for each group to discuss and 5 minutes to presentation. In the end of the meeting, there was questionnaire of self confidence which was distributed to all participants.

3. Choosing the material, administrating treatments.

According to the result of pretest and the self-confidence, the researcher chose the appropriate issue to discuss during the treatments so every member of the group can express their idea towards the issue. There were three meetings in the treatments, each treatments will have 50 minutes.

4. Administrating posttest and distributing the questionnaire about students view of group discussion.

The posttest was administrated in order to see students speaking ability after the implementation of group discussion. The posttest will be in form of group discussion test which each group has their own issue and they discussed the issue. The pretest was for about 20 minutes for each group to discuss and 5 minutes to presentation. In the end of the meeting, there was questionnaire of self confidence and questionnaire about students view of group discussion implementation which will be distributed to all participants.

5. Analyzing the data gained.

The data gained was divided into two groups in order to answer the research questions. The first data is about self confidence and the second data is about speaking ability.

3.8. Data Analysis

In analyzing the data gained, the writer was analyzed the data into each research questions to answer it clearly.

1. Does group discussion improve students' self-confidence in speaking?

In order to answer the research question, the research used non-test instruments. Students confidence questionnaire data were analyzed using t-test in Statistical Package for Social Science or SPSS 16.0. the data gained was tested the normality first in order to find whether the data is normally spread or not. After getting the result, the data was analyzed using repeated measure t-test or in SPSS 16 it is called Paired Sample T-test. The data resulted would show whether there is or there is not any improvement of students self-confidence.

2. Is there any improvement of students speaking achievement after being taught by group discussion?

In order to answer the research question, the researcher analyzed the data from speaking test which are pre test and post test. The data will be analyzed using t-test in Statistical Package for Social Science or SPSS 16.0. The data gained was tested the normality first in order to find whether the data is normally spread or not. After getting the result, the data was analyzed using repeated measure t-test or in SPSS 16 it is called Paired Sample T-test. The data resulted would show whether there is or there is not any improvement of students speaking ability.

3.9. Hypothesis Testing

After collecting the data, the researcher analyzed in order to find whether there is any improvements of students speaking confidence after being taught group discussion. To determine whether the hypothesis is accepted or refused, the formula criteria of acceptance:

$$H_{o1} = R_{\text{value}} > R_{\text{table}}$$

$$H_{i1} = R_{\text{value}} < R_{\text{table}}$$

H_{o1} = There is not any improvement of students self-confidence after the implementation of group discussion.

H_{i1} = There is an improvement of students self-confidence after the implementation of group discussion.

$$H_{o2} = R_{\text{value}} > R_{\text{table}}$$

$$H_{i2} = R_{\text{value}} < R_{\text{table}}$$

H_{o2} = There is not any improvement of students speaking achievements after the implementation of group discussion.

H_{i2} = There is an improvement of students speaking achievements after the implementation of group discussion.

V. CONCLUSIONS AND SUGGESTIONS

This chapter discusses the conclusion of the research, that is i) the students' self-confidence in speaking before and after the treatments, ii) students' improvement in speaking, and suggestion for teachers or further researchers.

5.1. Conclusions

After conducting the research at the second year in SMA Negeri 8 Bandar Lampung and analyzing the data, the conclusions draw.

1. The analysis of the data from self-confidence questionnaire could be inferred that the students' self-confidence is improved. Additionally, the self-confidence of the students improved after being taught by group discussion by making a communication environment, which serves more, chances for students to speak and practicing. Group discussion provides a fun activity, which enhances students' motivation to learn English. Surprisingly, expressing oneself had the most improvement among all sub-aspects of self-confidence.
2. In addition, it can be concluded that students speaking skill is improved after being taught through group discussion. Moreover, the group discussion provides an activity which enhances students to speak, and serves an active learning, peer correction-collaboration. The students will have more speaking exposure since group discussion provides a debating environment where they will state their ideas. Surprisingly, the comprehensibility aspect of speaking had the most improvement all five aspects of speaking. Although majority of

the students improved in their speaking achievements, some students were decreased. Additionally, the students who decreased in their speaking posttest, it seems they were not confident with the topics given in the discussion. However, The student who was in the lowest group in speaking pretest had the largest improvements among all students in other group in speaking pretest.

5.2. Suggestions

Referring the data, some events occurred in treatments, and collisions, the researcher would like to recommend some suggestion as follows:

1. For teachers, the communicative environment in any forms especially in group discussion is important to build students self-confidence moreover to increase students' speaking ability.
2. For teachers, before starting the discussion with several topics, it is important to understand the student's age, student's ability, thus the discussion about the topic runs well.
3. For further researchers, implementing group discussion with same group for lots of discussions may help the students to increase their ability but probably, for some students, having the same members in lots of discussion makes them bore. Thus, the researcher suggest to the next researcher who wants to have a research on group discussion to have a different pattern of members and calculate the result of each members.
4. For further researchers. This research aims to the improvement of both self-confidence and speaking skill through group discussion, thus the researcher suggests to the next researcher to analyze the student's self-confidence and the correlation to their motivation in learning English.

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