

**DEVELOPING STUDENTS' SELF CONFIDENCE TO SPEAK ENGLISH  
THROUGH GROUP WORK WITH DIFFERENT LEVEL ABILITY  
OF STUDENTS AT JUNIOR HIGH SCHOOL**

**PAPER**

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## **ABSTRAK**

Zaimudin, 2011. Developing Student's Self Confidence to Speak English Through Group Work With Different Level Ability of Students at Junior High School. (Paper). English Department, Faculty of Languages, and Arts. Padang State University.

Aspek berbicara merupakan salah satu keahlian yang harus dicapai oleh siswa. Melalui aspek ini, siswa diharapkan mampu mengemukakan pendapat, memberikan informasi dan mengungkapkan ide. Berdasarkan kepada kompetensi berbicara, siswa diharapkan mampu berbicara secara aktif, percaya diri untuk mengemukakan pendapat, memberikan informasi dan mengungkapkan ide. Untuk mencapai kompetensi itu, seorang guru dituntut memiliki cara dan teknik pengajaran yang dapat membantu siswa didalam mencapai kompetensi tersebut. Akan tetapi yang terjadi didalam kelas, guru belum mampu merangsang dan mengembangkan kepercayaan diri siswa dalam berbicara bahasa Inggris dalam proses pembelajaran. Melalui makalah ini, penulis memberikan suatu solusi untuk mengembangkan kepercayaan diri siswa SMP untuk berbicara dalam bahasa Inggris. Teknik yang digunakan adalah dengan menerapkan teknik kerja kelompok berdasarkan tingkat kemampuan siswa. Hal ini dikarenakan dalam kerja kelompok siswa memiliki kesempatan yang sama untuk bisa berbicara dalam mengungkapkan ide, dan pendapat. Hasilnya akan membuat suasana belajar menjadi menyenangkan dan menarik. Selain itu, dengan menerapkan kerja kelompok, kepercayaan diri siswa dapat berkembang dalam berbicara bahasa Inggris.

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Finally, it is believed that this paper still has several weaknesses. Therefore, any comment and contributions to the development for further discussion are expected to come up in order to make it more perfect. May *Allah S.W.T* always bless us. Amin.

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# CHAPTER 1

## INTRODUCTION

### 1.1. Background of the Problem

Speaking is a crucial and important skill in second language learning and teaching. Speaking is one of the language skills beside listening, writing and reading that must be mastered by English learners. In speaking, students can express and exchange their ideas, convey the information, messages and their purpose. Besides that through speaking, someone can also transfer information and knowledge to others.

The general aims of teaching speaking according some experts that teaching speaking should improve students' communicative skills. Richard (1986:156) states that the goal of teaching speaking is to develop communicative competence. Hymes (1972) says that theory of communicative competence was a definition of what a speaker needs to know in order to be communicatively competent in a speech community.

Considering the importance of communicative competence for the students, *Direktorat Jendral Manajemen Pendidikan Dasar dan Menengah of Indonesia* has designed English curriculum known by KTSP (Kurikulum Tingkat Satuan Pendidikan). Based on this curriculum, the content of the standard communicative competence for junior high school has the purpose as follows; first, developing competency to communicate in English to reach literacy functional level namely to communicate verbally and orally, second,



having awareness about the fact and the importance of English to improve the competitiveness of the nation in the global community, third, developing understanding of students about the relevance of language and culture.

To increase students' communicative competence, English teachers have to be able to make their students to speak English. And then students are expected to use English in expressing ideas, conveying information, messages, and their purposes. But in the field, it is hard to achieve. Students cannot speak English well and they do not have self confidence in speaking English.

The problems of students' self confidence to speak are caused by many factors. From the teachers, for example, English language teachers just teach speaking by having a repetition of drills or memorization of dialogues. Through this technique, students feel bored and uninterested to speak English. Second example, teacher just gives the lecture and asks the students to write down what he or she said. In addition, this way does not encourage cooperate activities and make the students do not have self confidence to speak English. It impacts that they do not like to learn English. Besides that, the English teachers do not have suitable strategy in developing students' English speaking ability. These conditions make the students' do not have self confidence to speak English. So, the teachers have to find solution to stimulate the students' self confidence to speak English.

From the students' side, the problems of their self confidence occur when they have to speak. Based on the basic competence stated in English

curriculum, the students are expected to be able to communicate through the genres. They should be able to speak monologue or tell the story. Most of students are still not able to practice it. They need much time to think or prepare what they are going to say, even though the teachers have asked them to prepare it at home for a long time. And the impact, when the students stand in front of the class, they look so confused and do not have self confidence in speaking.

The students of junior high school must be able to understand several texts, such as: narrative text, descriptive text, procedure text, report text, and recount text. One of the example that writer explain in this paper is recount text. And it is not for just recount text, but it can also for another text. Recount text is a kind of text that study at the eighth grade of junior high school. This text discussed last events or use language to keep the past alive and help us to interpret experience. The purpose of recount text is to tell about the past experience of someone in the chronological order and give the students information to the text.

The problems that faced by most of the English teacher at junior high school can be solved by involving the students in the group work. The teacher has applied group work in the classroom, but it still not help the students in developing students self confidence. It is caused that the teacher still involves much of students in one group. Besides that, the teacher does not divide the students with different level ability. So, in this paper, the writer uses group work with different level ability of students. The students can develop their self confidence in speaking English actively if they work

together with their friends in a group. Besides that, applying group work, it does not only mean students work together just in group. It is actually one of technique that teacher can be used to stimulate students' self confidence to speak English and be active communicators in the classroom.

### **1.2. Identification of the problem**

Based on the explanation above, some problems are identified. These problems are caused by some factors: both from the teachers and the students' side. From the teachers, English language teachers just teach speaking with having a repetition of drills or memorization of dialogues. Teacher does not encourage cooperate activities and make the students do not have self confidence to speak English. The English teachers do not have suitable strategy in developing students' English speaking ability. From the students, the problems of their self confidence occur when they have to speak. Most of students still are not able to practice speaking well. They need much time to think or prepare what they are going to say, even though the teachers have asked them to prepare their selves at home for a long time.

### **1.3. Limitation of the problem**

Based on the identification problems above, the problem of this paper is limited to the technique in developing students' self confidence to speak English through group work with different level ability at junior high school.

#### **1.4. Formulation of the problem**

The problem of this paper is formulated into the following question  
“how can group work with different level ability of students be used to  
develop students’ self confidence to speak English at junior high school”

#### **1.5. Purpose of the Paper**

The purpose of this paper is to explain how group work as a technique  
among others be used to develop students’ self confidence to speak English.  
This paper also discusses the procedure of group works in teaching  
speaking. This paper has aims in providing teachers with information about  
group work as a technique to be used in developing students’ self  
confidence to speak English at junior high school.