

Building Confidence on Students

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This research is conducted to find out the teaching technique the teachers in English village use in relation to students' confidence in speaking, and the English Village alumni's perception about their speaking ability after taking a course in Pare. The subjects of this research were speaking teachers of the English courses in Pare and 15 alumni of English Village who are the students of English Education Department of IAIN Antasari Banjarmasin. Questionnaire, and in depth- interview were used to gather the data. The result showed that some techniques used by the teachers in English are conversation, discussion, oral presentation, memorizing and drilling, question and answer, story-telling, etc. The application of these techniques are not really different from lecturers did during speaking classes at English departments. However, there are some interesting aspects which differentiate them in terms of the positive class atmospheres, intensive hours and the use of humanistic and motivating activities. Related to the English Village Alumni perception, it can be concluded that the alumni have a positive perception after taking class in English Village Pare. They become more confidence to speak English after returning to regular class in English Dept, IAIN Antasari.

Keywords: *Speaking Competence, Confidence, and English Village*

Penelitian ini dilakukan untuk mengetahui teknik mengajar guru dalam bahasa Inggris digunakan desa dalam kaitannya dengan kepercayaan siswa dalam berbicara, dan persepsi alumni Inggris Village tentang kemampuan mereka berbicara setelah mengambil kursus di Pare. Subyek penelitian ini berbicara guru kursus bahasa Inggris di Pare dan 15 alumni dari Inggris Village yang merupakan mahasiswa Pendidikan Bahasa Inggris Departemen IAIN Antasari Banjarmasin. Kuesioner, dan dalam wawancara mendalam yang digunakan untuk mengumpulkan data. Hasil penelitian menunjukkan bahwa beberapa teknik yang digunakan oleh guru dalam bahasa Inggris percakapan, diskusi, presentasi lisan, menghafal dan pengeboran, tanya jawab, bercerita, dll Penerapan teknik ini tidak benar-benar berbeda dari dosen lakukan selama berbicara kelas di departemen bahasa Inggris. Namun, ada beberapa aspek yang menarik yang membedakan mereka dari segi atmosfer kelas yang positif, jam intensif dan penggunaan kegiatan humanistik dan memotivasi. Terkait dengan persepsi English Village Alumni, dapat disimpulkan bahwa alumni memiliki persepsi positif setelah mengambil kelas dalam bahasa Inggris Village Pare. Mereka menjadi lebih percaya diri untuk berbicara bahasa Inggris setelah kembali ke kelas reguler dalam bahasa Inggris Dept, IAIN Antasari.

Kata kunci: *Berbicara Kompetensi, Keyakinan, dan Inggris Village*

A. Title

Building Confidence on Students' Speaking Competence (A Case Study at English Courses in English Village, Pare, Kediri)

B. Background of Study

Communication is at the heart of modern English Language Teaching (ELT), the goal of language teaching and part of the

learning process. Luoma (2004, p. ix) added that "the ability to speak in a foreign language is at the very heart of what it means to be able to use a foreign language." Wongsuwana (2006, p. 44) stated that speech can be trained and it does not depend on talent.

Speaking English is one of the most important skills for students and will help them find a job in the future. Moreover, Richards (2004, p. 3) states, "Employers too

insist their employees have good English languageskills and fluency in English is a prerequisite for success and advancement in manyfields of employment in today's world." Some research pointed out the importance of confidence in learning second/foreign language (Apple, Thomas Mathew, 2011; Saucier, Hampton, and Goldberg , 2000). These research found out that the lack of confidence hampered the speech performance. Many studentswould like to speak but they felt they lacked confidence in speaking. As a result, theythink that English is very difficult for them and they become bored with learning theskills.

This case also happens to English Department students of IAIN Antasari Banjarmasin. Some of the students then tried to find the solution for their problems. One of the solution was taking an English course. They decided to take English course particularly in Speaking skill in semester break. When the writer talked to them, they planed to go to English Village in Pare on that purpose because they said many of their friends speak English fluently and with high confidence after came back from the English Village, in Pare. Since 1990s, English Village in Pare becomes very popular in Indonesia. This place becomes the central of learning English. There are no less than 100 English courses there. Students in that courses come from many different places in Indonesia. Pare is one of the districts at Kediri Regency in East Java. There are two unique villages in Pare; Tulungrejo dan Pelem. These two villages are then known as the English Village, the central of learning English.

This small pre-investigation and observation on the students and the fact that English Village in Pare is so populer among the students who want to study English encourage the researchers to study about the teaching technique the teachers in English village use in relation to students' confidence in speaking, and the English Village alumni's perception about their speaking ability after taking a course in Pare. By doing this

research, it is expected that the result can be used to improve the process of teaching and learning English at English Education Department of Faculty of Tarbiyah and Teachers Training.

C. Problem Statements

The researchers formulated the problem as followed

1. What are the techniques of teaching that the teachers employ to boost students' confidence?
2. What are the English Village Alumni's perception after taking a course in English Village Pare?

D. Definition Of Key Terms

To avoid having mis-interpretation, the researchers need to explain the term used in this research as followed:

1. Confidence is defined as low second language anxiety and high perceived self-competence
2. Techniques of Teaching is defined as implementation that actually takes place in a classroom in this case the techniques that are used to teach English speaking at English courses in Pare Kediri to boost the students' confidence.
3. English Village Alumni is students of English Education Department who took English Speaking course at English Village in Pare, Kediri
4. English Village is a place where there are around 110 English Courses established.

E. Significance Of Study

Theoretically, this study will give much information about how to promote students' confidence in relation to English Performance.

Practically, through this study, lecturers at English Education Department and stake holders at IAIN antasari can learn about the implementation of the techniques used at English Courses in English Village so that English Education Dept and IAIN

Antasari in general can design a teaching and learning environment that can help students to be more confident in any subjects and gain success.

F. Theoretical Framework

For most people, the ability to speak intuitively is the most crucial as Ur Penny (2012) stated that people who know a language represent 'speakers' of that language. However, speaking especially in foreign languages seems as the most demanding of the four skills (Bailey and Savage, 1994). There are a number of features that make speaking as a challenging language skill, such as fluency, accuracy, stress, rhythm, intonation and pronunciation. These features are necessary to develop students' oral skills.

1. Teaching speaking

Speaking is "the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts" (Chaney, 1998, p. 13). Speaking is a crucial part of second language learning and teaching. Therefore, today's world requires that the goal of teaching speaking should improve students' communicative skills, because, only in that way, students can express themselves and learn how to follow the social and cultural rules appropriate in each communicative circumstance.

Teaching speaking is a very important part of second language learning. The ability to communicate in a second language clearly and efficiently contributes to the success of the learner in school and success later in every phase of life. Therefore, it is essential that language teachers pay great attention to teaching speaking. Teaching speaking is the way for students to express their emotions, communicative needs, interact to other person in any situation, and influence the others. For this reason, in teaching speaking skill it is necessary to have clear understanding involved in speech. What is meant by "teaching speaking" is to teach ESL learners to:

- Produce the English speech sounds and sound patterns
- Use word and sentence stress, intonation patterns and the rhythm of the second language.
- Select appropriate words and sentences according to the proper social setting, audience, situation and subject matter.
- Organize their thoughts in a meaningful and logical sequence.
- Use language as a means of expressing values and judgments.
- Use the language quickly and confidently with few unnatural pauses, which is called as fluency (Nunan, 2003). The goal of teaching speaking skills is to communicate efficiently. Students should be able to make themselves understood by others and try to avoid confusion in the message due to faulty pronunciation, grammar, or vocabulary, and to observe the social and cultural rules that apply in each communication situation.

2. The Important of Teaching Speaking

Motivation becomes the first reason why teaching speaking is important. Many students associate being able to speak a language as knowing the language and therefore view learning the language as learning how to speak the language, or as Nunan (1991) wrote, "success is measured in terms of the ability to carry out a conversation in the (target) language." Therefore, if students do not learn how to speak or do not get any opportunity to speak in the language classroom they may soon get de-motivated and lose interest in learning. On the other hand, if the right activities are taught in the right way, speaking in class can be a lot of fun, raising general learner motivation and making the English language classroom a fun and dynamic place to be. Speaking is fundamental to human communication turns to be the

second reason why teaching speaking is important. Just think of all the different conversations we have in one day and compare that with how much written communication we do in one day. In our daily lives, most of us speak more than we write, yet many English teachers still spend the majority of class time on reading and writing practice almost ignoring speaking and listening skills.

3. Characteristics of a Successful Speaking Activity

Classroom activities that develop students' ability to express themselves through speech would seem an important component of a language course. Yet it is not an easy task to design and administer such activities that actually get students to talk. According to Ur Penny (2012), these are some characteristics of a successful speaking activity.

- Students should actually talk a lot
It is obvious that most of time is taken up with teacher talk or pauses. Therefore, a successful speaking activity should give students a lot of opportunities as much time as possible for talk.
- Motivation is high
Good speaking activities promote high motivation for students to learn. Students are eager to speak, because they are interested in the topic and have something new to say about it, or because they want to contribute to achieving a task objective.
- Language used should be of an acceptable level
Students are supposed to express themselves in utterances that are relevant, easily comprehensible to each other, and of an acceptable level of language accuracy. In other words, a successful speaking activity should consider that language has not to be absolutely accurate, only that it is free

from pronunciation, lexical and grammatical errors that hamper with the fluent communication of meanings.

4. Principle for Teaching Speaking

There are some principles of teaching speaking that teachers need to consider, Nunan (2003) mentioned some of the principles as follows:

- Teachers should be aware of the differences between second language and foreign language learning contexts.
- Speaking is learned in two board contexts: foreign language and second language situations. As we teach English in Indonesia, a foreign language (FL) context language learning situation where the target language is not the language of communication in the society. Learning speaking skills is very challenging for students in FL contexts because students have very few opportunities to use English as the target language
- Teachers are supposed to give students practice with both fluency and accuracy. Accuracy is defined as the extent to which students' speech matches what people actually say when they use the target language while fluency means the extent to which speakers use the language quickly and confidently, with few hesitations or unnatural pauses, false starts, word searches, etc. In language class, students must be given opportunities to develop both their fluency and their accuracy. If the teacher constantly interrupts them to correct their oral errors, students will have problems in developing fluency. Teachers must provide students with fluency-building practice and realize that making mistakes is a natural part of learning a new language.

- Students should provide opportunities for students to talk by using group work or pair work, and limiting teacher talk. It is necessary for English teachers to be aware of how much we are talking in class so we do not take up all the time the students could be talking. Pair work and group work activities can be used to increase the amount of time that learners get to speak in the target language during lessons. One further interesting point is that when the teacher is removed from the conversation, the learners take on diverse speaking roles that are normally filled by the teacher.
- Teachers need to plan speaking tasks that involve negotiation for meaning. Negotiating for meaning is a process in which learners make progress by communicating in the target language, their interaction usually involves trying to understand and make understood. Negotiating for meaning involves checking to see whether one has understood what someone has said, clarifying their understanding, and confirming that someone has understood the meaning. Teachers should teach their students how to ask for clarification, repetition, or explanation during conversations so that students get the people they are speaking with to address them with language at a level they can learn from and understand.
- Teachers should design classroom activities that involve guidance and practice in both transactional and interactional speaking.
- It is important for the teachers to design some speaking activities that include both interactional and transactional purposes, since language learners will have to speak the target language in both transactional and interactional settings. Interactional

speech is communicating with someone for social purposes. These conversations are relatively unpredictable and can range over many topics, with the participants taking turns and giving responses freely. It includes both establishing and maintaining social relationship. Transactional speech involves communicating to get something done, which has a fairly restricted kind and highly predictable patterns. This includes the exchange of goods and/or services.

5. Some techniques in Teaching Speaking

In implementing teaching learning activity, teacher needs some techniques to reach instructional goal, to clarify the meaning of the technique. Richards and Rodgers defined the Technique as 'implementation that actually takes place in a classroom'. Technique is one of the components of instructions that has important role in teaching and learning process by using various techniques, students can understand learning material easily and improve students' speaking ability significantly.

In order to develop skill and knowledge in using spoken language, Bailey and Savage (1994), Dianne & Freeman (2000), Celce Murcia (2001), Nunan (2003) and Harmer (2007) mention some speaking activities or techniques that can be applied in teaching and learning process of speaking as follows;

a. Conversation

This activity can make students feel more relaxed about expressing their opinions among their own peer groups. It generated a lot of talking as students are free to express whatever ideas/opinions they have about a topic. It allows freedom and flexibility so students develop confidence in their speaking and fluency skills as they examine the twists and turns that different conversation can take on the same subject.

In addition, conversation may give some benefits not only having students produce lots of language but also being aware of many features of language in order to become competent speakers. Hence, teachers should expose their students a variation of conversation assignments such as practicing informal conversation, and making unplanned conversation with native speakers.

b. Acting from a script/short dialogue

Dialogue provides learners with grammatically controlled scripts that they can use in real life. Moreover, dialogues can very easily be scripted and turned into friendly role plays. Teachers can ask the students to act out a short dialogue from their course books or scenes from plays or dialogues they have written themselves. Thus, this activity will be beneficial for students to practice English in controlled scripts.

c. Discussion

Discussion is probably the most commonly used activity in the oral skill class. Discussion provides learners with opportunities to interact freely and spontaneously, to cope with unpredictability and to voice opinions using language that is both complex and fluent. They are generally more structured than conversation and involve arguing for or against a particular point of view. Discussion motivated students to be brave in speaking with their own words and commenting what they think about topics or issues. Discussion is usually used in intermediate and pre intermediate level students in order to know how their speaking ability and their comment about some topics.

d. Telling a story

In telling a story students can briefly summarize a tale or story they heard from somebody beforehand, or they may create their own stories to tell their classmates. Story telling fosters creative

thinking. It also helps students express ideas in the format of beginning, development, and ending, including the characters and setting a story has to have. Students also can tell riddles or jokes. For instance, at the very beginning of each class session, the teacher may call a few students to tell short riddles or jokes as an opening. In this way, not only will the teacher address students' speaking ability, but also get the attention of the class.

Telling story can attract students' attention toward the lesson moreover if the teacher may do question and answer activities to engage the students in speaking activities. Telling story can attract students' attention toward the lesson moreover if the teacher may do question and answer activities to engage the students in speaking activities.

e. Role Play

One other way of getting students to speak is role-playing. Students are given particular roles in the target language. They pretend they are in various social contexts and have a variety of social roles. For instance, one student plays a tourist telephoning the police to report her wallet stolen. The other plays the role of a police officer trying to help the tourist file a report. In role-play activities, the teacher gives information to the learners such as who they are and what they think or feel. This activity gives students practice speaking the target language before they must do so in a real environment.

f. Simulations

Simulations are very similar to role-plays but what makes simulations different than role plays is that they are more elaborate. In simulations, students can bring items to the class to create a realistic environment. For instance, if a student is acting as a singer, she brings a microphone to sing and so on. Role plays and simulations have many advantages.

First, since they are entertaining, they motivate the students. Second, they increase the self-confidence of hesitant students, because in role play and simulation activities, they will have a different role and do not have to speak for themselves, which means they do not have to take the same responsibility.

g. Information Gap

In this activity, students are supposed to be working in pairs. One student will have the information that other partner does not have. They must use the target language to share the information. Information gap activities serve many purposes such as solving a problem or collecting information. Also, each partner plays an important role because the task cannot be completed if the partners do not provide the information the others need. These activities are effective because everybody has the opportunity to talk extensively in the target language.

h. Brainstorming

On a given topic, students can produce ideas in a limited time. Depending on the context, either individual or group brainstorming is effective and learners generate ideas quickly and freely. One characteristic of brainstorming is that the students are not criticized for their ideas so students will be open to sharing new ideas.

i. Storytelling

Students can briefly summarize a tale or story they heard from somebody beforehand, or they may create their own stories to tell their classmates. Story telling fosters creative thinking. It also helps students express ideas in the format of beginning, development, and ending, including the characters and setting a story has to have. Students also can tell riddles or jokes. For instance, at the very beginning of each class session, the teacher may call a few students to tell short riddles or jokes as an opening. In

this way, not only will the teacher address students' speaking ability, but also get the attention of the class.

j. Interviews

Students can conduct interviews on selected topics with various people. It is a good idea that the teacher provides a rubric to students so that they know what type of questions they can ask or what path to follow, but students should prepare their own interview questions. Conducting interviews with people gives students a chance to practice their speaking ability not only in class but also outside and helps them becoming socialized. After interviews, each student can present his or her study to the class.

k. Story completion

This is a very enjoyable, whole-class, free-speaking activity for which students sit in a circle. For this activity, a teacher starts to tell a story, but after a few sentences he or she stops narrating. Then, each student starts to narrate from the point where the previous one stopped. Each student is supposed to add from four to ten sentences. Students can add new characters, events, descriptions and so on.

l. Reporting

Before coming to class, students are asked to read a newspaper or magazine and, in class, they report to their friends what they find as the most interesting news. Students can also talk about whether they have experienced anything worth telling their friends in their daily lives before class.

m. Picture describing

One way to make use of pictures in a speaking activity is to give students just one picture and having them describe what it is in the picture. For this activity students can form groups and each group is given a different picture. Students discuss the picture with their

groups, then a spokesperson for each group describes the picture to the whole class. This activity fosters the creativity and imagination of the learners as well as their public speaking skills.

n. Find the difference

For this activity students can work in pairs and each couple is given two different pictures, for example, picture of boys playing football and another picture of girls playing tennis. Students in pairs discuss the similarities and/or differences in the pictures.

o. Question and Answer

Question and answer is used to expose the students with the target language. Students are asked questions and answer in full sentences so that they practice new words and grammatical structures. They have the opportunity to ask questions as well as answer them. This activity forces students to speak English fluently all the time, because in this way of teaching, teacher divides students into some groups and then in the group they free to ask about everything to the member of the group. So the person who gets question must answer the question directly.

p. Video recording students conversation

This is a technique used to record student-generated language as well as give the opportunity for community learning to come about. By giving students the choice about what to say and when to say it, students are in a good position to take responsibility for their own learning

q. Prepared Talks/ Presentation

Oral presentation is a short talk on a set topic given in front of the class. Students make presentation on a topic of their own choice. These talks are not designed for informal spontaneous conversation because they are prepared. The teacher and the class can decide together

on criteria for what a good presentation and the audiences can give feedback on what the speaker has said. This activity also involves active listening since students are required to ask follow-up questions.

r. Dialog memorization

Dialogs or short conversation between two people are often used to begin a new lesson. Students memorize the dialog through mimicry; students usually take the role of one person's line, they switch roles and memorize the other person's part. Certain sentence patterns and grammar points are included within the dialog. These patterns and points are later practiced in drills based on the lines of the dialog.

s. Repetition drill

Students are asked to repeat the teacher's model as accurately and as quickly as possible. The students repeat an utterance aloud as soon as they have heard it. They do repetition without looking at a printed text. The utterance must be brief enough to be retained by the ear. Sound is as important as form and order. This drill is often used to teach the lines of the dialog.

6. Problems in Teaching Speaking

Teachers often face some problems in teaching speaking. Ur Penny (2007) explains some obstacles in teaching speaking. The first problem is shyness and inhibition; students are often inhibited about trying to say in a foreign language in the classroom because they are worried about making mistakes, scared of critics or losing face, or simply shy of the attention that their speech attracts.

Second, students have problems to think of anything to say. Sometimes this problem is due to complicated topics given to students. So students need to feel that they have something relevant and original to contribute to the discussion. Another

problem is that low participation of individuals. Only one participant can talk at a time in a large group while others have only very little talking time. There is also tendency that some students to dominate while others speak very little or not at all.

The last problem is the use of first language. In classes where students share the same language, they may use it when they could. They do so because it is easier and feels more natural to talk to each other in their own language. Occasionally, the use of L1 can be very helpful in solving specific vocabulary problems, but if they spend most of their time speaking their own language, they will clearly have little opportunity to improve their English speaking skills.

7. The Importance Of Students' Confidence In Language Learning

It is believed that students' confidence is one of the influential factors to improve learning. The term *linguistic self-confidence* was first defined as self-rated language proficiency and the lack of anxiety (Clément, 1980 cited in Songsiri 2007). Since that time, the construct has been renamed and redefined so many times that one can hardly keep track of it. In 1985, it was renamed L2 confidence (Clément & Kruidenier, 1985), redefined as low L2 anxiety and high perceived self-competence. In 1994, Clément et al renamed the construct again as L2 self-confidence and defined it as a combination of two factors: an affective factor, namely lack of communication apprehension, and a cognitive factor, namely high self-evaluation or perceived competence (Clément, Dörnyei, & Noels, 1994 cited in Songsiri 2007).

Furthermore, Songsiri (2007) suggested the ways to promote students' confidence were through providing experience of success, encouraging the students to learn, having motivated and non-threatening activities, reducing anxiety and providing positive classroom atmospheres.

The first way to promote students' confidence is providing experience of success

to students. Many individuals seem most satisfied and successful when they have gained at least the independent or fluent levels of proficiency, where they feel confident in their work. Teachers should develop students' positive expectations for successful achievement of learning objects. Teachers need to inform the students about the learning and performance requirements and assessment criteria and provide challenging and meaningful opportunities for successful learning. Besides, teacher should provide positive feedback to the learner about his or her efforts to learn. This way will encourage students to learn and boost students' confidence in speaking.

Providing motivated and non-threatening activities is another way to make students' confidence better. As motivation is one of the most important factors that influences students' success in learning, teachers should provide interesting activities. When students are interested in the tasks, they are intrinsically motivated and their creative thinking are increased. In addition, using humanistic techniques, the non-threatening activities also encourage students to participate in the class. The activities are not only interesting and fun but also promote students' desire to express their ideas and to reduce their anxiety towards speaking.

The other way to promote students' confidence is having good classroom atmospheres. A good condition in teaching gives a positive effect that leads to higher performance of students. Teachers are suggested to create positive atmosphere that is relaxed and comfortable for students. If students feel more relaxed or comfortable while learning, they feel more confident to speak English.

G. Research Method

1. Research Design

This is a qualitative research. Qualitative research aims to gather an in-depth understanding of human behavior and the reasons that govern such behavior. The

qualitative method investigates the why and how of decision making, not just *what, where, when*. Qualitative methods produce information only on the particular cases studied, and any more general conclusions are only propositions (informed assertions).

2. Research Location

This research will take place at English Village, Pare, Kediri East Java. Since 1990s, English Village in Pare becomes very popular in Indonesia. This place becomes the central of learning English. There are no less than 100 English courses there. Students in that courses come from many different places in Indonesia. Pare is one of the districts at Kediri Regency in East Java. There are two unique villages in Pare; Tulungrejo and Pelem. These two villages are then known as the English Village, the central of learning English.

3. Subject

The subjects of this research are speaking teachers of some courses in Pare and 15 alumni of English Village who are the students of English Education Dept of IAIN Antasari Banjarmasin.

4. Data

The data needed are the techniques of teaching and the English Village alumni perception about English performance and confidence.

5. Techniques Of Data Collection

The techniques of data collection will be used in this study are the triangulation techniques :

a. Questionnaire

This is used to gain the data about teachers' background, the techniques that they used, the factors that promote students confidence and etc.

b. Interview

Basically, this technique is used to cross check the data gained from questionnaire and to dig more detail

information about the problem faced by the teachers.

c. Observation

This is used to get the real condition of teaching and learning process and to cross check the data gained from questionnaire and interview.

6. Data Analysis

After the data are collected, the researchers classified them based on the problem statement and then analyse them qualitatively so that all data can be used to answer the probing questions systematically.

H. Finding And Discussion

1. Teaching techniques to boost students' confidence

To get the data about the teachers' techniques used to boost students' confidence, the researchers did direct classroom observation to certain English courses and did some interview to the teachers in English village, Pare. There are some techniques used by the teachers, they are as follows:

a. Conversation

Conversation is the most common technique used by the teachers in English village, Pare. Some courses offer a program called Morning Conversation. Using this activity, teachers provide opportunity for the students to express their opinions among their peer groups. At first, teachers prepare a list of topics that interest students, then the class is divided into several groups. During this activity, students are free to express whatever ideas/opinions they have about a topic. It allows freedom and flexibility so students develop confidence in their speaking and fluency skills as they examine the twists and turns that different conversation can take on the same subject. As teachers give all the groups the same topic for free discussion, students can compare the different groups' development of their conversations as a whole-class activity.

b. Question and Answer

This technique is conducted to expose the students with the target language. Students are asked questions and answer in full sentences so that they practice new words and grammatical structures. They have the opportunity to ask questions as well as answer them (Dianne & Freeman, 2000). This activity forces students to speak English fluently all the time, because in this way of teaching, teacher divides students into some groups and then in the group they free to ask about everything to the member of the group. So the person who gets question must answer the question directly. Teachers in English village Pare use this technique to form students' habit and build their confidence in speaking as it is used the whole time in classroom.

c. Video recording students conversation

This is a technique used to record student-generated language as well as give the opportunity for community learning to come about. By giving students the choice about what to say and when to say it, students are in a good position to take responsibility for their own learning (Dianne & Freeman, 2000). In this case, Teacher asks students to make video conversation with students from other courses. The conversation is using English. In the conversation, student should ask about the comment and difficulties of other students in learning English at their own course.

d. Oral Presentation

Oral presentation is a short talk on a set topic given in front of the class. It is also the most frequent technique used by teachers at English village Pare. There are several types of presentation model to encourage students to speak and build their confidence. One of them is called 'Speaking time', this technique is used to accommodate less active students. At the beginning teachers announce to the

students that they will have an opportunity to speak in front of the group on the topic of their choice. Students should present the topic for about 5 minutes, and then there will be questions and comments from other class members after the speaker finished. This technique focuses on speaking and students 'confidence so that they do not have to worry about their mistakes. The other popular model of presentation is 'Week-end stories', which is designed to encourage students to share their own experiences in English. Usually teachers introduce some patterns and let the students to use this frame to describe their stories. Teachers also introduce three or four standard questions to the class so that the students can respond and question for any story. This technique is successful for lower level students when they work within a specific framework (Bailey and Savage, 1994).

e. Storytelling

This technique is used to foster students' creative thinking. English courses at Pare are often required their students to briefly summarize a tale or story they heard from somebody beforehand, or they may create their own stories to tell their classmates. They are also encouraged to retell stories which they have read in their books or found in popular magazines or on the internet. The most interesting stories chosen by the students are those which the student tells about themselves, their family or their friends. After telling the stories, their classmates can ask them questions in order to find out more about what happened. Storytelling helps students express ideas in the format of beginning, development, and ending, including the characters and setting a story has to have. In this way, not only will the teacher address students' speaking ability, but also improve their confidence.

f. Repetition drill and Dialogue Memorization

Repetition drill is the way teacher asks students to repeat the teacher's model as accurately and as quickly as possible (Dianne & Freeman, 2000). In this technique, teacher wants students to memorize some content of learning. Teacher asks students to repeat after him in order to make students familiar with the words and easy to memorize. The next is dialogue memorization, teachers at certain English courses in Pare ask students to memorize certain dialogue or every single of content that teacher gave to be reported in examination every Thursday night. Sometimes, teachers use authentic materials, audio materials from English native speaker as homework, so that students can memorize and focus on its pronunciation and intonation.

Another popular technique applied at English village is discussion or debate. It is also the most common used activity in the oral skill class. In this technique, teachers divide students into some groups, and then pose a problem or an issue. The students are asked to response to the issue. This technique provides learners with opportunities to interact freely and spontaneously, to cope with unpredictability and to voice opinions using language that is both complex and fluent. They are generally more structured than conversation and it involves arguing for or against a particular point of view. Discussion motivated students to be brave in speaking with their own words and commenting what they think about topics or issues. Discussion is usually used in higher level students in order to know how their speaking ability and their comment about some topics.

There are still many other activities and techniques used by the teachers at English village such as games, using music, information gap, speaking competition etc. Those techniques are helpful getting students to practice 'speak-

ing -as-a-skill' (Harmer, 2007). The application of these techniques are not really different from lecturers did during speaking classes at English departments. However, there are some interesting aspects which differentiate them in terms of the positive class atmospheres, intensive hours and the use of humanistic and motivating activities.

To build students 'confidence, the teachers in English village often create good atmospheres in teaching learning. They sometimes invite their students to have outdoor activities such as going to the City Park, garden, or interesting places where they can spend their time freely. Moreover, there is also English camp areas provided, so that students can use English all the time. With the same techniques, students feel more relaxed and enjoyable as Baird (2002) stated that a positive and encouraging atmosphere is influential factor to promote students' confidence in language learning.

Besides a good atmosphere, students at English village Pare become more confident in English Speaking since they have much time to expose their English. Most of the courses offer intensive English courses, with the length of study time between 2 weeks to one year. It is found that some English courses offer a program in which English lessons activities start from the morning praying in the dawn to the evening praying.

The most important finding is that these English courses provide motivating and humanistic activities. Teachers apply various interesting techniques in teaching. Besides, teachers avoid the authoritative role in the class, in this case they play some roles as an assistant and a guide, not a controller. They often promote students' desire to express their ideas and to reduce their anxiety towards speaking.

2. Alumni's Perspective After Taking Course in Pare

This second research problem related to the English Village's alumni perception about the confidence in speaking English after returning to regular class in English Education department, IAIN Antasari Banjarmasin. To get this data, the researchers have interviewed around ten students who spent their holidays studying English in English Village Pare, Kediri. There are some questions being asked to the students such as the reason they took the course, how the tutor delivered the material, what course they took, whether or not they feel more confidence in speaking English after getting back to IAIN. Here are some examples of the interviews' excerpt with the students:

Student 1

" In Pare, I took some classes such as Grammar for Speaking, and Confidence class. I took those classes because I did not have enough confidence in speaking English. Everytime I speak English, I think about grammar and it made me confused. I also think that my pronunciation was not good to speak. Also, I m afraid that my friend will laugh at me. Therefore, I rarely speak due to my lack of confidence. In grammar class, mostly, I learnt about grammar which are used in everday conversation. I gained more confidence, yet, I still think about grammar when I am speaking. In Confidence class, the tutor was super confidence and attractive. He taught me how to be confidence in speaking English. The activities in class were varied. Sometimes, we had outdoor activities and indoor as well. We spoke English while we were playing games. We spoke English every single minutes. No matter how bad our grammar is, we have to speak up. This class makes me gain my confidence. Now, I can speak with more confidence eventhough I am not in Pare anymore".I use English with my friends at English Dept in IAIN almost everyday.

Student 2

" Last holiday, I went to English Village to take some classes. I want to improve my

English. In Pare, I decided to take some classes and mostly related to speaking such as speaking therapy, confidence class, and pronunciation. I took the classes in different courses. I found those classes were really interesting and beneficial in increasing my speaking ability. In speaking therapy and confidence class, the teacher was just senior high school graduate, but, he speaks English very well. He used various teaching techniques; games, presentation, outdoor activities and many more. He is successful in making us feel confidence to speak English. He gave us some tricks to make speaking English easier. He always motivates us to speak more and more. Now, I feel that in my regular class in TBI, I gained more confidence in speaking English. I don't care if my friend laugh at my mistake.

Student 3 and 4

"Just like the others, we also took confidence and speaking therapy class because we always feel that I had problem with speaking confidence. In these class, we just realized that there are some simple and fun keys in learning English. We have to speak, speak and speak. We have to be brave eventhough my grammar is not correct. We feel that works. We can speak more easily now in our English class in TBI.

Student 5 and 6

"I took the conversation class in Pare. In my course, everybody must speak English, otherwise, we'll get punishment. We have morning conversation, after magrib speech and many other speaking activities. This urges me to speak English all the time. I don't want to get punishment eventhough the punishment is just memorizing 30 vocabularies every mistake that I make. I brought this habit of speaking home with me. I am now getting more confidence of speaking English since I have practiced speaking with many people from all over Indonesia. "Student 7 and 8.

"We spent almost a month in Pare, Kediri. We took English Conversation class. What we loved there, is the situation of learning and the techniques of teaching. We practiced speaking English not just in the classroom but also out-

side of classroom such as in cafe, rice field, town square, and etc. The teachers are still very young so that it is easier for us to talk to them. We keep speaking English without thinking about the mistakes. No one laughs at our mistakes. We feel so comfortable. Also, our classmates is from all over Indonesia that make us more confidence. After returning to IAIN, we still had the same confidence because we feel that we have been in national level class and local class does not scare us anymore”.

The result of the interview of English Village’s Alumni shows some similarities. Most of them taking the course in English Village because they felt lack of confidence in speaking English. This is due to some reasons such as feeling anxious that their friends will laugh at their mistakes, uncomfortable situation, and lack of vocabulary. This fact corroborated the theory which holds that feeling positive is one of the factor to boost confidence (Eison, J, 1990).

When being asked about the classes that they took in Pare, they mostly answered that they took Speaking therapy, confidence and conversation class because they want to be able to speak English fluently without feeling afraid of making mistake, in other word, they want to gain more confidence. Most of them also explained that they really enjoyed studying in English Village because the environment really supports them to speak English most of the time, the teachers’ technique are varied and they have partner to speak English across Indonesia. The alumni also said that at the first time, they felt forced to speak English, but, after sometimes, they did enjoy it and get used to it.

The researchers also asked the alumni whether or not they still have confidence to speak English after they get back to Banjarmasin or to English Department IAIN Antasari. From 15 alumni being interviewed, all of them said that they become more confidence to speak English inside and outside the classrooms after taking course in English Village. They also become more active in participating in classroom activity.

They said that they keep confidence because they are now getting used to speak English with many people from all over Indonesia who study in English Village. They are not afraid of making mistake, being laughed or anything else. The alumni emphasis that studying in Pare make them more confidence and realize that without practice, they will never be perfect in speaking English.

In conclusion, this research found that the alumni have a positive response toward the confidence in speaking English after taking class in English Village Pare. They become more confidence to speak English inside and outside the classroom setting.

I. CONCLUSION

There are two points gained from this research as follows:

1. Some techniques used by the teachers in English Village, Pare are conversation, discussion, oral presentation, memorizing and drilling, question and answer, story-telling, etc. The application of these techniques are not really different from lecturers did during speaking classes at English departments. However, there are some interesting aspects which differentiate them in terms of the positive class atmospheres, intensive hours and the use of humanistic and motivating activities.
2. Related to the English Village Alumni perception, it can be concluded that the alumni have a positive perception after taking class in English Village Pare. They become more confidence to speak English after returning to regular class in English Dept, IAIN Antasari. The English Village alumninow are getting more comfortable to speak English everywhere and with anyone.

J. SUGGESTION

This research suggests these following;

1. The English Department and IAIN Antasari should be able to create posi-

- tive and comfortable environment to enhance learning.
2. The lecturers in TBI, IAIN Antasari, should be more creative to be able to create positive encouraging environment which will make the students feel more comfortable to practice their English.
 3. The lecturers should avoid the authoritative role in the class, in this case they play some roles as an assistant and a guide, not a controller so that it will reduce the students' anxiety and promote students' self-confidence

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