Research Article

The Use of Seminar-Based Discussion to Improve the Learners' Self-Confidence to Speak English in Creative English Club

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ARTICLE INFO	ABSTRACT
	This study aims to investigate the effectiveness of Seminar-Based Discussion as a method to increase student's confidence in speaking English in the context of the Creative English Club. In the design of this study, the researcher used Classroom Action Research (CAR) with two cycles and consisted of four meetings. This research was conducted at SMAN 16 Bone. The subjects of this study were students who were members of the creative English club of SMAN 16 Bone. The number of students who are active in this creative English club is 30 people. The study involved two cycles of intervention and assessment. The pre-test results showed that only a small number of students achieved satisfactory scores, while most others were below the target level, indicating a lack of student enthusiasm and engagement during regular learning sessions. The questionnaire results showed that Seminar-Based Discussion contributed to a more enjoyable learning experience, which positively affected students' confidence. In addition, observation results showed that the method fostered teamwork, expanded students' vocabulary, improved pronunciation, and increased overall engagement. In conclusion, Seminar-Based Discussion proved to be an effective approach in increasing students' confidence in speaking English, making it a valuable tool for language teachers and learners alike. **Keywords:** Seminar Based Discussion, Students' Confidence, Creative English, Speaking English

INTRODUCTION

Speaking is one of the four basic skills in English which is a productive skill. Speaking is very important in human life. By speaking, people can communicate with others. Speaking, in general, can be interpreted as the delivery of meaning (ideas, thoughts, heart's content) from one person to another by using spoken language so that the meaning can be understood by others. Its meaning in particular has been put forward by many experts as the ability to pronounce articulation sounds or words to express, state, and convey thoughts, ideas, and feelings. Someone usually faces some troubles in social interaction; he cannot produce his ideas, arguments, and feelings communicatively. One sometimes can understand what others say but cannot communicate it. This may happen because of a lack of practice, low motivation, less communicative competence, and non-self-confidence. Ideally, if what other expression can be understood, one should be able to produce it.

Self-confidence is one thing that should be owned. Self-confidence means belief in ourselves and our ability, a mental attitude of trusting or relying on ourselves, we accept our weaknesses as one part of ours. Without self-confidence, we will be a pessimistic person. Having self-confidence does not mean that individuals will be able to do everything[1].

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[1] BBC World Service. 2001. *Part 11- seminar and tutorials (Academic Listening)* The internet. Retrieved on February 2022. http://bbclearningenglish.com

In English speaking performance, self-confidence has an important role. It is needed to express feelings, ideas, or opinions to others. Without self-confidence, learners could not say anything even though they have many things to be uttered and transferred to others. There are two possible factors affecting the learners' self-confidence[2]. They are linguistic factors covering the mastery of grammar, vocabulary, pronunciation, and non-linguistic factors in terms of frequency of practice, fear and anxiety, motivation, overcoming shyness, education, self-concept, personality, communication skill, self-esteem, etc. Seen in the era of covid-19 it is now which is starting to subside and schools are starting to actively learn face-to-face so that it will be easier to give lessons about English, especially in the field of speaking. But the problem now with the virus that spreads widely, students must be honed again from the bottom because speaking English is very minimal. Those problems are faced by the learners of SMAN 16 Bone. This school is located in Pacing Village, Awangpone District. This school is also located a bit far from the city. At this school, the student's ability in English is very poor due to the lack of learning about English caused by Covid-19. That is why the teachers are allowed to learn English by joining an English course at school and the learners are invited to join an English meeting club called Creative English Club SMAN 16 Bone every Sunday at 10.00 a.m. Based on the researcher's observation as the facilitator of the English meeting club at this school, she found that there are still many learners who do not actively participate to speak up when meeting even though they have been learning English for some years and attending the meeting of Creative English Club every week. The researcher has the assumption that some of the learners there do not have self-confidence in speaking English.

Based on the case above, the researcher tries to apply seminar Based Discussion in the Creative English Club activity. This method is not new, but the researcher believes that Seminar Based Discussion could stimulate the learners' self-confidence in speaking English. The seminar is a learning strategy that is developed from the discussion method. It is a model of group work because it needs others to discuss a particular topic given and we also need some people to handle some activities when the topic is ready to be delivered[3]. The activity started with a small group discussion between the member of a group, and then the group brings the result of the discussion to the class seminar which the participants will be large in number. By using the workgroup method, the learners will be stimulated to give their ideas about the topic given by the facilitator or teacher. This may occur since they gather in a group so they could work cooperatively, and this may also be because of the interesting topic discussed.

Referring to the description above, the researcher is interested to conduct research under the title: The Use of Seminar Based Discussion to Improve the Learners' Self-confidence to Speak English in Creative English Club SMA Negeri 16 Bone. Based on the previous background, the problem statement of this research is as follows; "How is Seminar Based Discussion able to improve the learners' self-confidence in speaking English in Creative English Club SMAN 16 Bone**?**

The result of this research was expected to be a piece of useful information for the teacher that self-confidence has an important role to determine the success of the teaching-learning process. Both the learners and teachers should have self-confidence. It was seldom found any problems with the teachers' self-confidence but the problem goes to the learners. The possible factors that affect the learners' self-confidence may be linguistic factors (the mastery of grammar, vocabulary, and pronunciation) and non-linguistic factors (frequency of practice, fear and anxiety, motivation, overcoming shyness, education, self-concept, personality, communication skill, self-esteem, etc)[4]. That is why, teachers have to be aware that the learners need a variety of activities to stimulate their confidence in speaking English like conducting Seminar Based Discussions. Learners also need a good atmosphere when studying especially English lessons, and they may be invited to join an English meeting club. Seminar Based Discussions in English meeting clubs can be tried as an effort to stimulate learners' self-confidence. Besides the useful information for the teacher, it can give a good contribution to English development as a foreign language and support the research done before. This study was in the field of psycholinguistics. The scope of the research is restricted to the learners' self-confidence in Speaking English through Seminar Based Discussion in Creative English Club SMAN 16 Bone as the extracurricular activities at school. There is some process in Seminar Based Discussion as follow: small discussion, opening speech, presentation, asking and answering question, giving suggestion and critics, and concluding[5].

[2] Brown, H. Douglas. 2007. (3rd edition). Teaching by principles, an interactive approach to language pedagogy. USA: Pearson Longman

[3] Fitrianingsih. 2009. *The Implementation of English Conversation Club as an Extracurricular Activity at SMP Negeri 18 Malang.* Abstract of Thesis S1. Malang: Fakultas Sastra UM. The Internet. Retrieved on 28-11-2021.

[4] Gay, L.R. 2006. (8th Edition). *Educational Research: Competencies for analysis and applications.* Ohio: Pearson Merril Prentice Hall.

[5] Wahyudin. 2008. *The self-confidence of the fourth-semester learners of the English education program FBS UNM in speaking English.* Unpublished Thesis Makassar: FBS UNM

<div align="center">RESEARCH METHODOLOGY</div>

2.1) Research Design

In this research design, the researcher used Class Action Research (CAR) with two cycles and consist of foumeetingsng. The method employed the thee searcher through steps namely planning, action, observation, and reflection to the next.

2.2) Participants

The participants of this research consisted of two EFL teachers and 24 students from SMA Islam Athirah Bone. This research will concern in learning process interaction between the teacher and students, how does the teacher motivate and engage the student trough leaning process. Therefore, the source data was the dialogue and interaction of the teacher and the students in the classroom, observation check list and interview form to confirm the interaction.

2.3) Instruments

In this research, the researcher uses a questionnaire, which is like a scale questionnaire. it is used to determine what the learners believe, perceive, or feel about self-confidence in speaking English. It consisted of (1) Test, the tests in this research included an oral test. Test orally in the form of oral questions in class which are carried out at learning in class takes place or at the end of the lesson. (2) Observation checklist, the observation checklist not only aims to provide the observer with a structure and framework for observation but also serves as a contract of understanding with the teacher, who as a result may be more comfortable, and will get specific feedback on aspects of the classroom. (questionnaires lisque of Stinson to be answered by a group of people, especially to get facts or information, or for a survey, Hornby (1995:688)[6].

2.4) Data Analysis Procedures

Classroom action research cycle scheme according to Arikunto (2014).
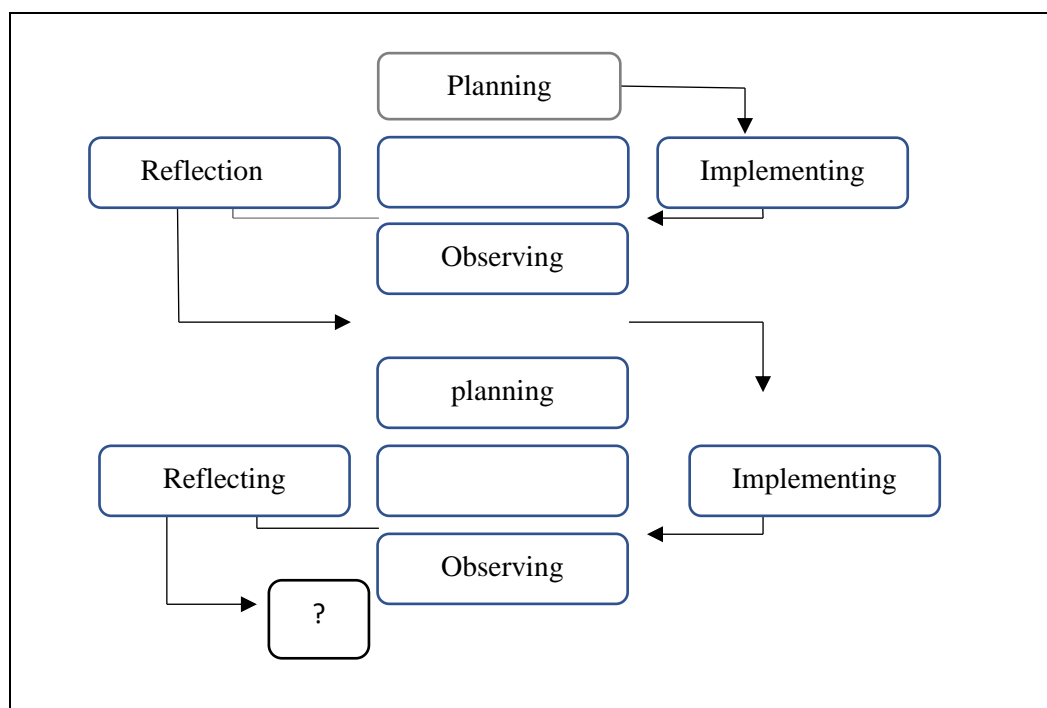

Figure 1(a) The Cycle Scheme of Classroom Action (Arikunto 2014)

In this classroom action research consisted of planning, action, observation, and reflection as follows:

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[6] Lenre, Darma. S. 2004. *Improving self-confidence of the third-grade students of SMUN 15 Makassar to speak English through English Contest Technique (ECT)*. Unpublished Thesis. Makassar. FBS UM

Cycle 1

1. Planning

   a. analyzed the curriculum for knowing-based competency that was delivered to the students by the in CAR method.
   b. Make observation guidelines to record the learning process in the room.
   c. Make an evaluation tool to see whether students' conceptual and procedural developments have been developed through group discussions.

2. Action

The main purpose of providing action in this research is the occurrence of changes that support the achievement of increasing student interest in learning through the implementation of the seminar-based discussion learning model. There are several Applications of Seminar-Based Discussions at the Creative English Club of SMAN 16 BONE Bone. Several procedures followed:

   a. For the first meeting, the learners would deliver the topic that had been given at the previous meeting when the pre-questionnaire was given. Next, the second topic would be given when the end of the first meeting.
   b. The learners are divided into 4 groups in every meeting and they should be e permanent members.
   c. Each group consisted of eight learners, the head of the group, the moderator, the center, nodules, and members.
   d. Seminar Based Discussion method will be conducted in four meetings and it spent 90 minutes every meeting the steps; Small discussion, opening by a moderator, delivering thresh the of discussion by presenter, Asking and answering session, Giving suggestions and critics by participants, Conclusion by nodules, Closing speech[7].
   e. All groups had to discuss a different topic in every meeting, and the first topic is about "Married Young" and the second topic is about "Broken Home" but only one group would be given the time to deliver the result of their group's discussion and it would be chosen randomly.
   f. All groups would have the opportunity to deliver the result of their group's discussion in this research but they were in different meetings during 2 times.
   g. The topic would be given based on the agreement between the facilitator and the participants, where it would be changed every meeting.
   h. The topic that should be delivered in the first meeting of this research had been chosen in the previous meeting and they were given time to learn the topic themselves at home at the meeting they were 0 given 10 minutes to combine the members' ideas in try group.

3. Observation

Observation of the activeness process about all aspects assessed during the implementation of the class action. The researcher observes student responses, student, interests, and all that is discovered during the teaching process.

At this stage, observations are carried out on the implementation of the action by using the observation sheet that has been made and carrying out an evaluation

4. Reflection

Reflection is prepared after the application of the actions in this cycle, as they become assessments and responses to the actions that have been taken in class through reflection, actions will be evaluated and the results of the data will be checked to make conclusions.

Cycle 2

1. Planning

   a. Analyzed the curriculum for knowing-based competency that was delivered to the students by us the CAR method.

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[7] Gransee, Lynn. *What Is Seminar?* The Internet. Retrieved on October 11, 2021. http://lgransee@aaaai.org.

    b. Made lesson planning and prepared material for lesson planning and sand should be on the teaching about self-confidence.

    c. Made an instrument that was used in classroom action research cycles[8].

2. Action

Activities were carried out based on lesson plans and planned steps. In cycle 2 there were 2 meetings too. The difference is with cycle 1 the researcher gives instructions to the students to answer the speaking test, to re-measure the level of students' self-confidence and interest of students in speaking in this cycle 2.

    a. First, the teacher repeats the explanation of all matters.
    b. Next, students return to their respective groups and start the discussion process.
    c. The next group presents the material that has been discussed.
    d. Furthermore, after finishing the researcher gave motivation to the students before closing the learning process.

3. Observation

Observation of the activeness process about all aspects assessed during the implementation of the class action. The researcher observes student responses, student interests and all that is discovered during the teaching process.

4. Reflection

Reflection was prepared after the application of the action in this cycle because they become assessments and responses to actions taken in class. Through reflection, actions will be evaluated, and the results of the data will be checked to make conclusions.

Based on the results of my research in this cycle, the level of self-confidence of students in public speaking, especially in English, has increased and with the objectives of this research. Every student experiences an increase in various aspects of assessment, and therefore this method of class action assessment is stopped.

2.5) Procedures for collecting data

Data collection techniques used in this study are as follows:

a. Test

The test will be used to measure student activity both before the action is carried out and after the action is taken. The test is carried out by giving oral tests to students. Since this research focuses on learners' self-confidence, the most appropriate test to be given to students is a practical test. In this test, we can assess students' abilities from various aspects including personality, intelligence, attitudes, and interests.

b. Observation

In this stage, the observer must observe or take data to photograph how far the effect of the action has been achieved. Watching students as they solve problems, interact with peers in different learning situations provides insight into student learning and growth. Observers find out under what conditions are most likely to succeed, what individual students do when they encounter difficulties, how interactions with others affect their learning and concentration, and what students need to learn next. In doing this observation the observer uses observation sheets and gives scores from student choices. The choice given to students is between "agree or disagree". If the student chooses to agree then the score is 1 but if the student chooses to disagree the score is 0.

c. Questionnaire

The questionnaire is a list of questions to be answered to get information Hornby (2008: 360). constructing the questionnaire, the researcher used a closed questionnaire. It meant that the respondents answered the questions by choosing answered given by the researcher.

2.6) Technique of Data Analysis

The data will analyze quantitatively employee in inferential statistic using steps undertaken as follow:

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[8] Irmawaty. 2000. *Anxiety in speaking performance of the first-semester student of the first semester students of the English department of FBS of Makassar State University*. Unpublished Thesis: FBS UNM

1. Calculating the mean score by applying the following formula

$$\bar{X} = \frac{\sum X}{N}$$

where:

$\bar{X}$	=	Mean score
$\sum X$	=	Total of raw number score
N	=	The number of learners (Gay,2006:320)

2. To get the class percentage, the researcher would use the formula:

$$p = \frac{F}{N}X100\%$$

P= The class percentage
F= Total percentage score
N= Number of students   (Anas Sudijono:2008)

3. In analyzing students' improvement scores from the pre-test up to post-test scores in cycle 1 and cycle 2, the researcher would use the formula:

$$p = \frac{y^1 - y}{N}X100\%$$

P= Percentage of student's improvement
y= Pre-test result
y^1= Post-test I

$$p = \frac{y^2 - y}{N}X100\%$$

P= Percentage of student's improvement
y= Pre-test result
y^2=Post-test II   (Gay: 1992)

4. To get the result of the questionnaire, the researcher would use this formula:

$$p = \frac{F}{N}X100\%$$

P= Percentage of the questionnaire
F= Item Frequency
N= Number of samples

Table 1. Classifications of the Students' Score

SCORE	CATEGORY
90-100	Very good
70-89	Good
50-69	Fair
30-49	Poor
10-29	Very poor

Table 2. Rubric of self-confidence ((Fahriadi Muhdar : 2022)

Score	Fluency	Fear and anxiety	Vocabulary	Grammar	Topic
30	Smooth and fluid speech; few to no hesitations; no attempts to search for words; volume is excellent	speak fluently and without stammering; not nervous; do not bow when speaking; calm in speech; and always be confident.	Excellent control of language features; a wide range of well-chosen vocabulary.	Accuracy& variety of grammatical structures.	Have an interesting topic; master the material presented; be confident when talking about the topic that is brought.

25	Smooth and fluid speech; few hesitations; a slight search for words; an inaudible word or two	speak fluently; stammer a little; not nervous; sometimes submissive when speaking; calm in speech; and always be confident	Good language control; good range of relatively well-chosen vocabulary	Some errors in grammatical; structures are possibly caused by attempts to include a variety.	Have an interesting topic; master the material presented; a little confused by the topic brought.
20	Speech is relatively smooth; some hesitations and unevenness caused by rephrasing for words; volume wavers.	speak fluently; stammered a little; a little nervous; more often submissive when speaking; seems anxious to speak.	Adequate language control; vocabulary range is lacking.	Frequent grammatical errors that do not obscure meaning; little variety in structures.	Have less interesting topics; master the material presented; a little confused by the topic brought.
15	Speech is frequently hesitant with some sentences left uncompleted, volume very soft.	stammers when speaking; a little nervous; more often submissive when speaking; seemed anxious to speak.	Weak language control; basic vocabulary choice with some words clearly lacking.	Frequent grammatical errors even in simple structures that at times obscure meaning.	Have less interesting topics; do not really master the material presented; a little confused by the topic brought.
10	Speech is slow, hesitant & strained except for short memorized phrases; difficult to perceive continuity in speech inaudible.	not fluent when speaking; looking nervous; always submissive when speaking; seemed anxious to speak.	Weak language control; vocabulary that is used does not match the task.	Frequent grammatical errors even in simple structures; meaning is obscured.	Have an uninteresting topic; do not really master the material presented; a little confused by the topic brought.

RESULT

3.1. Before the implementation of CAR

This part presents the findings before implementing Classroom Action Research in order to know the prior class condition which was researched[9]. The findings gained were the result of pre-observation, the result of pre-questionnaire, and the result of a pre-test. those three results were explained as follows:

a. *The result of pre-observation*

Pre-observation was held on 24 May 2022 at SMAN 16 Bone. the aim of pre-observation was to know the teaching and learning process directly before implementing the CAR. There were 30 students in the class. Based on the pre-observation, it is known that in learning students feel bored and unmotivated. When they were studying, they tried so hard to pay attention and understand the material. Then, after repetition, they started to feel bored and unspirited and just wanted to accomplish their assignment even if they did not understand and catch it. The more teacher repeated the material the more bored they were. Eventually, the teacher asked them to collect their task.

So, it meant the learning atmosphere was so somber and it influenced the level of students' confidence in speaking and students become passive during the teaching and learning process.

b. *The result of pre-Questionnaire*

The questionnaire was used to know the student' responses to the teaching-learning process before implementing CAR[10]. The pre-questionnaire consisted of ten statements.

The result of pre-questionnaire can be seen in the table below:

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[9] Hamid, Abdul. 2003. *Enhancing Learners'Speaking Classroom Interaction through Small Group Discussion.* Unpublished Thesis. Makassar: FBS UNM.

[10] Jaya, Ramlah. 1999. *The correlation between learners' self-confidence and its factors affecting speaking English in the classroom.* Unpublished Thesis Makassar: FBS UNM.

Table 3. Result of pre-questionnaire

No	Student answer	The result of the Students' Answers			
		agree	percentage	disagree	percentage
1.	feeling confident because have a lot of vocabulary	17	56%	13	44%
2.	Feeling confident because always say the right English words	22	74%	8	26%
3.	Feeling confident because students understand the use of certain sentence patterns and structures	16	54%	14	46%
4.	Students always practice speaking English	10	34%	20	66%
5.	The motivation to become English expertise always there for you so you always feel confident	13	44%	17	56%
6.	Feeling confident because have good communication skills with people	11	37%	19	63%
7.	Never felt worried and afraid of being wrong when speaking	9	30%	21	70%
8.	Never felt embarrassed that people laughed when made mistakes and still feel confident	15	50%	15	50%
9.	Feeling confident speaking English even though you are in an environment of people with the same or higher education	7	24%	23	76%
10.	Feeling confident in speaking English because have basic knowledge of the topic.	14	46%	16	54%
	Total	134	44,6%	166	55,4%

The questionnaire was used to know the student' responses to the teaching-learning process before implementing CAR. The pre-questionnaire consisted of ten statements.

The result of pre-questionnaire can be seen in the table below:

Table 3 Result of pre-questionnaire

Based on the result of the pre-questionnaire before implementing CAR, the researcher would like to give some explanations. As seen from the table above, students who do not have self-confidence are more than students who feel confident in speaking English[11]. The lack of self-confidence of students is caused by several aspects including, having a lack of vocabulary, always feeling afraid of being wrong in speaking, lack of practice in speaking English, lack of motivation, rarely communicating using English with others, feeling less confident in being in the environment people who have the same or even higher education and lack the ability to speak mainly speak English.

There are ten items listed in the pre-questionnaire including; First, students feel confident because they have a large vocabulary, there were 17 students (56%), and for those who lack vocabulary so they lack confidence there were 13 students (44%). The second, was students who feel confident because they always say the right word there were 22 students (74%), and students who are less confident because they often say the wrong word there were 8 students (26%). The third, was students who feel confident because they understand the use of certain sentence patterns and structures there were 16 students (54%), and for those who do not really understand so they lack confidence, there were 14 students (46%). Fourth, students, who always practice speaking there were 10 students (34%), and those who rarely practice speaking there were 20 students (66%). The fifth students who are motivated there were 13 students (44%) and students who do not have motivation there were 17 students (56%). Sixth, students feel confident because they have good communication skills there were 11 students (37%), and for students who do not have good communication skills there were 19 students (63%). Seventh, for students who are not afraid of making mistakes when speaking there were 9 students (30%), and for students who are afraid of being wrong when speaking there were 21 students (70%). Eighth, there were 15 students (50%) who did not feel ashamed when laughed at when they made a mistake. Ninth, students remain confident even though they are in an environment with the same level of

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[11] Lamo, Ahmad. 2004. *Encouraging learners to speak English through seminars for oral communication skill development*. Unpublished Thesis. Makassar: FBS UNM

education or even above there were 7 students (24%), and students who are less confident when in an educated environment there were 23 students (76%). Last, students feel confident speaking English because they have basic knowledge of the topic there were 14 students (46%), and students who are less confident because they do not have basic knowledge of the topic there were 16 students (54%). Seen from the results above which show the results of the pre-questionnaire where students who feel less confident (55.4%) are more dominant than students who feel confident (44.6%).

From the result of the pre-questionnaire above, it could be said that most of the student's self-confidence, ability, and motivation in learning is still low and lacking and there was a need for the researcher to apply seminar-based discussion to improve students' self–confidence.

c. *The result of the pre-test*

The pre-test was done before the researcher started the teaching-learning activity in cycle 1. The pre-test to measure the students' self-confidence in speaking English. A pre-test was followed by 30 students. They were asked questions in the form of interviews to determine the level of student confidence when answering questions given using English.

Table 4 The result of rubric score of self-confidence

	Fluency	**Vocabulary**	**Grammar**	**Fear and anxiety**	**Topic**
Mean	12,5	12,3	11,6	11,5	11,5

There were five items in the self-confidence assessment including Fluency, Vocabulary, Grammar, Fear and anxiety, and Topic. The table above shows the mean score obtained by students for each assessment item in the self-confidence rubric. For fluency assessment, the mean score was 12.5 for vocabulary assessment the mean score was 12.3 for grammar assessment the mean score was 11.6 for fear and anxiety the mean score was 11.5 and lastly for the topic mean score assessment was 11.5. For more details, see the chart below:
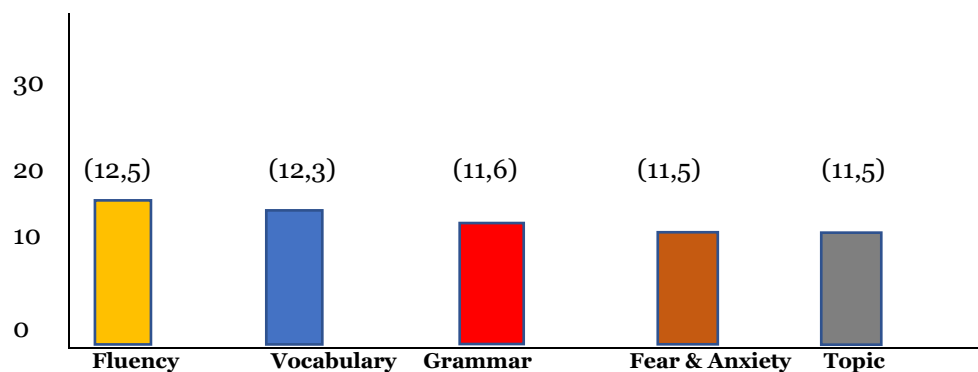

Figure 4.1. Result of Rubric Score of self-confidence in the pre-test

As seen from the chart above, the five items in the self-confidence assessment rubric are Fluency, Vocabulary, Grammar, Fear and anxiety, and Topic. From the results of the pre-test, the highest mean score of the five items is fluency (12,5)

Table 5. The result of the pre-test

	Score	**Classification**
$\bar{X}$	59,1	Fair

➢ The students who passed the minimum score (60)

After getting students' scores, the researcher calculated them to get the mean score of the pre-test (see Appendix 13). Based on the calculation results, the mean score of the class in the pre-test was 59,1. Based on the mean score, the student's scores were classified into fair scores. The highest achievement was 80 and the lowest achievement was 50.

Then the percentage of students who passed the minimum score (60) was calculated, which the researcher computed by using a formula (see Appendix 13). From the computation, the students' score percentage in the pre-test was 47%. It can be concluded that students' self-confidence level in the Creative English Club of SMAN 16 Bone is still very low,

especially in speaking English. Therefore, the researcher conducted the Classroom Action Research by using Seminar Based Discussion in each cycle. It was important to improve the students' self-confidence.

1. The Implementation of Classroom Action Research

This Classroom Action Research contained two cycles each cycle had four phases, they were: planning, observing, acting, and reflecting. The research was conducted in May 2022. There were 4 meetings which consisted of 2 meetings in each cycle. Here, the researcher explained each phase of the Classroom Action Research.

a. Cycle 1

1. Planning

In this phase, the researcher communicated with the English Club instructor about the students' problems in terms of self-confidence. Then, the researcher made a lesson plan for the action based on the problem faced by the students. The researcher prepared her needs and students' needs such as preparing material, teaching aids, observation sheet, questionnaire, and pre-test and post-test.

The researcher prepared pre-test and post-test 1 to know whether there was an improvement in students' scores from pre-test to post-test 1 or not.

2. Acting

In the first meeting, the researcher began the lesson plan by greeting and telling the students about the competence and indicator which must be mastered by the students. Then the researcher asked the students about the problems they often faced in public speaking, such as obstacles that often made them feel embarrassed when speaking in English. Before moving on to the next stage, the researcher gave students a question sheet to determine the level of students' confidence.

Furthermore, the researcher then provides material that will be discussed during the learning process. As for the material discussed, namely about married young. Before the discussion was carried out, students were divided into 4 groups then the researcher explained the discussion process as determined in the previous plan. For the first step in starting a discussion, the researcher opens a discussion by explaining the material to be discussed by students, after explaining the researcher then invites one group to present the results of their discussion and then gives the opportunity for other groups to ask questions or give suggestions to the group of presenters.

Lastly, after all the questions have been answered in the discussion, the researcher concludes from the results of the discussion. Before closing, the researcher gave them motivation and some advice to improve their self-confidence in speaking.

In the second meeting, the process of teaching-learning was similar to the previous meeting. It was followed by 30 students. Like the previous meeting, the researcher gave an explanation of the material to be discussed, which was given at the end of the meeting at the first meeting. Next, the researcher gave the opportunity to the next group to present the results of their group discussion.

As for the material discussed at the second meeting, namely about the broken home. The reason the researcher chose this material is because basically, students are now more interested in such material than the material that is generally obtained in class.

3. Observing

In this phase, the observer observed the students' participation by using an observation sheet and also after accomplishing the first cycle, the researcher had the data for post-test 1.

Firstly, related to the researcher's performance in the first meeting, the observer filled out the observation sheet and it showed that generally, the researcher had accomplished the task in line with the lesson plan that had been made although the class still had some problems such as some students still did not pay attention on the researcher's explanation, some of the students still had less enthusiasm during the teaching-learning process.

In the second meeting, the researcher as the teacher explained the material well and organize the discussion well. Students also began to be active in the teaching and learning process by discussing, and some students began to look more enthusiastic about learning.

4. Reflecting

In the reflecting phase, the researcher and the instructor as observers discussed the strengths and the weakness of the action and also the conclusion of implementing the action in the first cycle.

Afterward, they tried to modify the action for the next cycle in order to get the students in the class could pass the minimum score because the result of post-test 1 showed only 70% of the students could pass the minimum score. Furthermore, the researcher and the observer reflected the action in cycle 1.

The researcher still got difficulties managing the class. it proved that there were some students who did not pay attention to the researcher's explanation and to the listening material. The instructor as an observer advised her to focus on the students who had problems when the teaching-learning process was being conducted.

The students' self-confidence was still below the expectation. It was proved by the percentage of the students who passed the Minimum score in pre-test was 47% and 70% in post-test 1. Although there were improvements in the students' percentage they passed the minimum score, but it had not obtained the target of Classroom Action Research.

From the reflecting phase above, there must be a complement to increase the student's self-confidence through further discussion by other groups to reach the target of Classroom Action Research.

Based on the process in the cycle above, the following will explain the results of observing student responses during the learning process in cycle 1:

Table 6. Student responses in the learning process in Cycle 1

No	Statement	Apparition	
		Yes	No
1.	Students look excited when they start learning	✓	
2.	Students pay attention to the teacher's explanation		✓
3.	Students are active in the teaching and learning process	✓	
4.	Students are happy with the seminar-based discussion method	✓	
5.	The interaction between students and teachers is active in the teaching and learning process		✓
6.	Students form discussion groups regularly	✓	
7.	Students actively ask during the discussion process	✓	
8.	Students look confident when speaking English		✓
9.	When discussing students respect each other's opinions and suggestions from other students		✓
10.	Students are motivated to learn English using a seminar-based discussion method		✓

From the table above, it shows how students respond to learning in cycle 1. From the results of observations according to the observation sheet, it was concluded that in cycle 1, students were not too active in the learning process. Seen from the observations of students not paying attention to the teacher's explanation, students were not confident when speaking, students do not respect the opinions of other students, and students were also not motivated by participating in this discussion. But there were also some students who were interested and enthusiastic and paid attention to the teacher's explanation in the learning process.

The results of post-test 1 are explained in the table below:

	Fluency	Vocabulary	Grammar	Fear and anxiety	Topic
Mean	13,5	13,5	12,8	13,7	12,5

Table 8 The result of post-test 1

	Score	Classification
$\bar{X}$	65,16	Fair

After getting the student's score, the researcher calculated them to get the mean score of post-test 1(see Appendix 15). Based on the calculation results, the mean score of the class in post-test 1 was 65,16. Based on the mean score, the student's scores were classified into fair scores. As seen from the results of the pre-test (59.1) there was an increase in post-test1 (65.16) so the number of increases from pre-test to post-test 1 was 6.16. This value is obtained from the results of 65.16-59.1

b. Cycle 2

1. Planning

In the Planning phase of the second cycle, the researcher prepares the material to be discussed. The researcher also prepared the structured observation sheet to check the class activity during the teaching-learning process and it was checked by the instructor of the Creative English Club SMAN 16 Bone as an observer. Furthermore, the researcher prepared the second post-test that would be given to the students to measure the improvement of the student's self-confidence and the post-questionnaire to know students' responses related to using seminar-based discussion in improving the students' self-confidence.

2. Acting

The acting phase of the second cycle. It became the correction of the acting phase in cycle 1. The researcher also implemented the teaching-learning process based on the lesson plan which had been made. Here were the activities that the researcher did in the process of cycle 2.

Firstly, the researcher opened the lesson and gave the students warming up to refresh and make them focused on the lesson. The researcher gave questions to the students about the material that had been discussed in the previous discussion, and the researcher also challenged the students to mention some of the new vocabulary they got during the discussion and the student who mentioned the most vocabulary would get a prize.

Next, the researcher then directed the students to gather with their respective groups. Then the researcher explains the material to be discussed and then directs students to discuss the material that has been explained. After a few minutes, the researcher directs one group to present the results of their discussion and then another group will give suggestions or questions to the presenter's group. During the discussion, students must be active in speaking and the researcher's task is to pay attention to students during the discussion process the researcher also challenges students for the students who are most active in the discussion will get a prize. a few minutes before closing the researcher gave advice and motivation to students.

In the second meeting, the researcher gave praises for the achievements obtained by the students, it could be seen from the increase of the student's scores. it was very important to give praise to the students because it could build their self-confidence and their spirit, especially in the teaching-learning process.

Next, the researcher directs the last group to present the material that has been given and discusses the material again as for the material about promiscuity. After the discussion was over, the researcher challenged the students to stand in front of their friends to respond to what had been discussed.

3. Observing

In the observing phase of cycle 2, the instructor as the observer filled out the observation sheet and it showed that there were some improvements. In the first and second meetings, the researcher controlled the class better than in the first cycle. She should attract all of the students to take participation in the teaching-learning process.

The students more paid attention to the discussion process and they looked enthusiastic in doing the class activity. The students' self-confidence was improved and it influenced other abilities such as their pronunciation, vocabulary, and their speaking. The students were fun in following the teacher's rules. They did not feel sleepy, even bored. They were in good and impassioned condition. Besides, all indicators in the lesson plan also had been reached.

4. Reflecting

In this phase, the instructor as the observer, and the researcher discussed the teaching-learning process that had been done in cycle 2. The result of the discussion could be seen, as follow:

a. The researcher could convey the material and also conduct class well. it was proved by the students' attention and response which were improved to be better.

b. The students' self-confidence also improved. It was proved by the percentage of the students who had passed the minimum score. The data showed that the percentage of the students who passed the minimum score was 94%. It improved 47% from pre-test which gained 47% and improved 24 % from post-test 1 which gained 70%.

c. The instructor and the researcher assumed that the students' self-confidence using seminar-based discussion was appropriate with the planning that had been discussed by them. They also decided to stop the Classroom Action Research (CAR) because it had already succeeded.

Based on the process in the cycle above, the following will explain the results of observing student responses during the learning process in cycle 2:

Table 9. Student responses in the learning process in Cycle 2

No	Statement	Apparition	
		Yes	No
1.	Students look excited when they start learning	✓	
2.	Students pay attention to the teacher's explanation	✓	
3.	Students are active in the teaching and learning process	✓	
4.	Students are happy with the seminar-based discussion method	✓	
5.	The interaction between students and teachers is active in the teaching and learning process	✓	
6.	Students form discussion groups regularly	✓	
7.	Students actively ask during the discussion process	✓	
8.	Students look confident when speaking English	✓	
9.	When discussing students respect each other's opinions and suggestions from other students	✓	
10.	Students are motivated to learn English using a seminar-based discussion method	✓	

The table above shows a positive response from students after the learning process in cycle 2. Students already look active and enthusiastic in the discussion process, student and

teacher interactions look active and students look happy in participating in the discussion. From the results of this observation, it can be concluded that there was a change in student responses from cycle 1 to cycle 2.

The results of post-test 2 are explained in the table below:

Table 10. The result of the rubric score of self-confidence in post-test 2

	Fluency	Vocabulary	Grammar	Fear and anxiety	Topic
Mean	18,16	17	16,16	17,3	14,5

Seen from the table above, shows that there was an increase from post-test 1 to post-test 2. The increase is seen from the mean score of the five items, the first is fluency (18.16), vocabulary (17), grammar (16.16), fear and anxiety (17.3), and topic (14.5). For more details, see the chart below:

Table 11. The result of post-test 2

	Score	Classification
$\bar{X}$	83,16	Good

Based on the calculation results (see Appendix 17), the mean score of the class in post-test 2 was 83,16. Based on the mean score, the student's scores were classified into good scores. As seen from the results of post-test 1 (65.16) there was an increase in post-test 2 (83.16) so the number of increases from pre-test to post-test 1 was 18. This value is obtained from the results of 83.16-65.16.

2. After Implementing Classroom Action Research

The data after the implementation of the Classroom Action Research were gained from two sources, they were; post-questionnaire, and the result of pre-test, post-test 1, and post-test 2. The complete explanation was explained below, as follows:

a. The result of post-questionnaire

Post-questionnaire consists of ten statements. it was aimed to know the student's feelings about the implementation of the technique. Its result was presented in a table as follows:

Table 12 Result of post-questionnaire

no	Students answer	The result of students' Answer			
		agree	percentage	disagree	percentage
1.	feeling confident because have a lot of vocabulary	27	90%	3	10%
2.	Feeling confident because always say the right English words	28	94%	2	6%
3.	Feeling confident because students understand the use of certain sentence patterns and structures	24	80%	6	20%
4.	Students always practice speaking English	26	87%	4	13%
5.	The motivation to become English expertise always there for you so you always feel confident	26	87%	4	13%
6.	Feeling confident because have good communication skills with people	25	83%	5	17%
7.	Never felt worried and afraid of being wrong when speaking	22	73%	8	27%
8.	Never felt embarrassed that people laughed when made a Mistake and still feel confident	24	80%	6	20%
9.	Feeling confident speaking English even though you are in an environment of people with the same or higher education	23	78%	7	22%
10.	Feeling confident in speaking English because have basic knowledge of the topic.	22	73%	8	27%
	Total	247	82,3%	53	17,7%

Based on the table of the post-questionnaire above, the researcher would give explanations clearly. Seen from the results of the post-questionnaire, it can be concluded that there was a lot of improvement during the implementation of the car. Seen from the number of students who are more dominant already feel more confident than students who are still less confident in speaking English.

There are ten items listed in the pre-questionnaire including; First, students feel confident because they have a large vocabulary, there were 27 students (90%), and those who lack vocabulary so they lack confidence there were 3 students (10%). The second, was students who feel confident because they always say the right word there were 28 students (94%), and students who are less confident because they often say the wrong word there were 2 students (6%). The third, was students who feel confident because they understand the use of certain sentence patterns and structures there were 24 students (80%), and for those who do not really understand so they lack confidence, there were 6 students (20%). Fourth, students who always practice speaking there were 26 students (87%), and those who rarely practice speaking there were 4 students (13%). The fifth students who are motivated there were 26 students (87%) and students who do not have motivation there were 4 students (13%). Sixth, students feel confident because they have good communication skills there were 25 students (83%), and students who do not have good communication skills there were 5 students (17%). Seventh, for students who are not afraid of making mistakes when speaking there were 22 students (73%), and for students who are afraid of being wrong when speaking there were 8 students (27%). Eighth, there were 24 students (80%). Ninth, students remain confident even though they are in an environment with the same level of education or even above there were 23 students (78%), and students who are less

confident when in an educated environment there were 7 students (22%). The last, students feel confident speaking English because they have basic knowledge of the topic there were 22 students (73%).

From the result of the post-questionnaire above, it could be concluded that most of the students gave positive responses toward the use of seminar-based discussion in improving the learner's self-confidence. It was said that the research has already met the criterion of action success.

b. The result of pre-test, post-test 1, and post-test 2

The post-test was a test given to the students at the end of the second meeting in every cycle. The researcher used pot-test 1 and post-test 2. Furthermore, the researcher used a quantitative descriptive technique to analyze the data from post-test 1 and post-test 2. To support the explanation of the result, the researcher listed the student's scores on pre-test, post-test 1, and post-test 2, as follows:

Table 13 The result of pre-test, post-test 1, and post-test 2

	$\bar{X}$	**Classification**
Pre-test	59,1	Fair
Post-test 1	65,16	Fair
Post-test 2	83,16	Good

The table above shows the mean score of the pre-test, post-test 1, and post-test 2. The mean score of the pre-test is 59.1, and it is classified as a fair score. The mean score from pre-test to post-test 1 there has been an increase so the mean score in post-test 1 is 65.16 and this value is classified as a fair score. then the researcher continued his research to cycle 2 and the result of post-test 2 was 83.16 and which was classified as a good score. For more details, see the chart below:
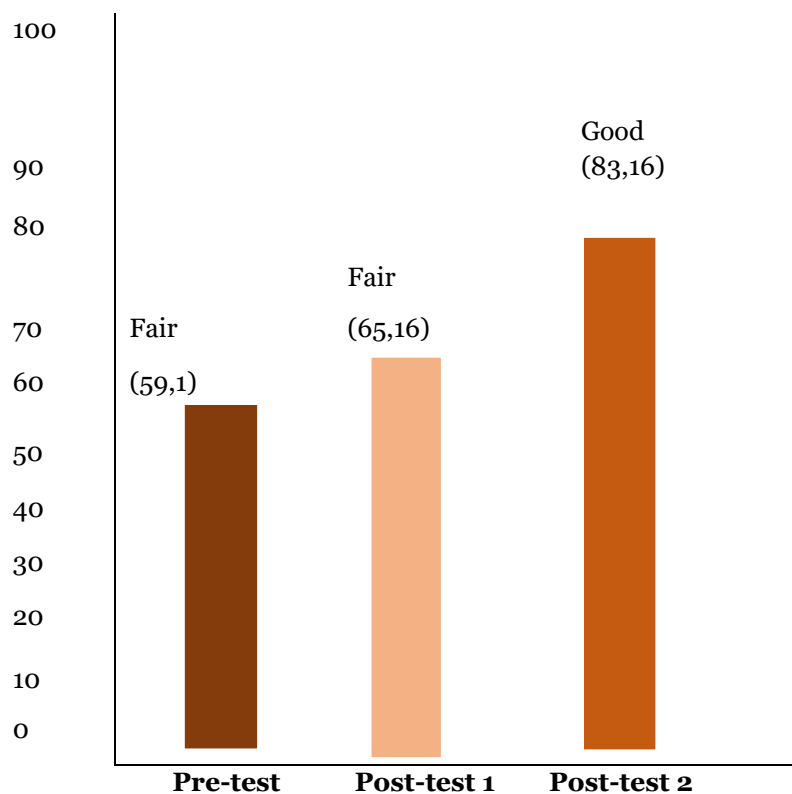

Figure 4(d) The mean score of the students' self-confidence in Pre-test, Post-test 1, and Post-test 2

The chart above shows the improvement of pre-test, post-test 1, and post-test 2. As for the increase from pre-test to post-test 1 was 6.06 this value is obtained from 65.16 (post-test 1)-59.1 (pre-test). The increase from post-test 1 to post-test 2 was 18. This score was obtained from 83.16 (post-test 2) - 65.16 (post-test 2). The increase in the scores obtained by the students above has shown the development of students' self-confidence from before the

implementation of the CAR until after the implementation of the CAR and with that result, the researcher stopped the research because it was in accordance with the target.

1) The result of the post-test in cycle 1

Analyzing post-test 1 was used to know the student's score improvements from pre-test to post-test 1. There were three steps to get this improvement. Those were computing the student's mean score:

➢ The researcher calculated to get the mean score of post-test 1 (see Appendix 15)

From the computation, the mean score of post-test 1 was 65,16. Based on the mean score, the student's scores were classified into fair scores. It proved that there were some improvements from the pre-test mean score (59,1) to the post-test mean score (65,16).

➢ The calculation of the percentage of the students who passed the minimum score (60), (see Appendix 15)

From the computation, the student's score percentage in post-test 1 was 70% which means that the student's achievement had improved from pre-test to post-test1. Besides, there were 21 students who passed the minimum score and 9 students who did not pass it.

➢ To get the percentage of students' improvements scores from pre-test to post-test 1, the researcher applied a formula (see Appendix 18)

Based on the computation, it could be seen that the percentage of the student's improvement self-confidence through seminar-based discussion from pre-test to post-test 1 was 10,25%.

The result of the student's scores in cycle 1 needed improvement. Therefore, the researcher continued the next cycle to achieve the criterion of successful Classroom Action Research.

2) The result of post-test 2 in cycle 2

Post-test 2 was used to know the students' improvements either from the result of pre-test or post-test 1. To analyze the score of post-test 2, the researcher calculated to get the mean score of the post-test from the computation (see Appendix 17), the mean score of post-test 2 was 83,16. Based on the mean score, the student's scores were classified into good scores.

The calculation of the percentage of the students who passed the minimum score was computed by the researcher by using a formula (see Appendix 17). From the computation, the student's score percentage in post-test 2 was 94%. The mean score in post-test 2 had improved from the post-test 1.

To get the percentage of students' improvement scores from pre-test to post-test 2, the researcher used a formula (see Appendix 18). The calculation above showed that the percentage of student improvement from pre-test to post-test 2 was 40,71 %.

For more details, see the table of improvement in the results of pre-test, post-test 1, and post-test 2:

Table 14 The improvements of pre-test, post-test 1, and post-test 2

	Improvement
Pre-test ⟶ post-test 1	**10,25%**
Pre-test ⟶ post-test 2	**40,71%**

The table above shows an increase in the pre-test to post-test 1 and an increase in the pre-test to post-test 2. Seen from the results of pre-test (59.1) and the results of post-test 1 (65.16), the total improvement from pre-test to post-test 1 was 10.25 %. The value is obtained from the results of calculations according to the formula used by the researcher (see appendix). The number of increases from pre-test to post-test 2 was 40,71%. The value is obtained from the results of calculations according to the formula used by the researcher (see appendix 18)., see the chart below:
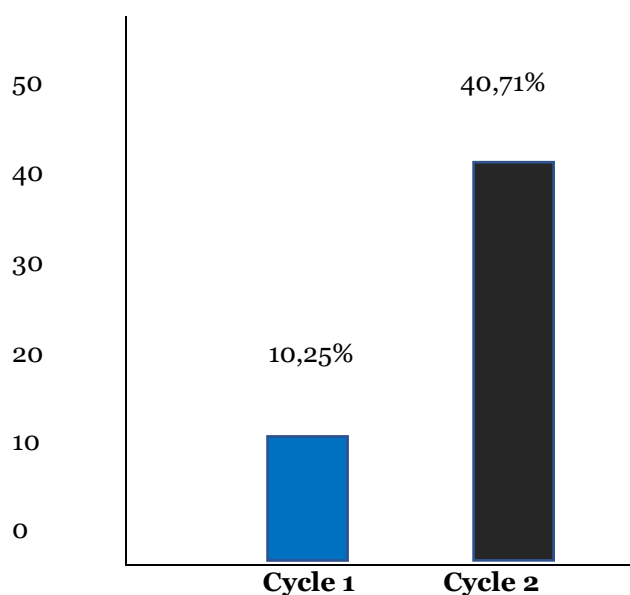
The chart above shows the number of improvements from cycle 1 and cycle 2. In cycle 1, pre-test to post-test, the improvement was 10,25%. in cycle 2, post-test 1 to post-test 2, the improvement was 40,71%. From the explanation above, it can be concluded that from pre-test to post-test 1 and post-test 2 there was an increase.

DISCUSSION

The researcher explained the interpretation of findings derived from the result of findings about observation, questionnaire, and the improvement result from all tests.

Based on the result of pre-observation, indicated that the teacher used a conventional method to improve the learner's self-confidence. She implemented English material such as giving material and then giving assignments. It had been repeated several times. Then, it influenced the student's spirit because they were getting bored. The students feel the teaching-learning process was so somber and not fun. But after conducting the first cycle by using seminar-based discussion, the class atmosphere changed. They were more relaxed and felt fun, so students' mean scores improved even though it was not significant. In cycle 1, the researcher provides a seminar-based discussion method, in this method students are active in the learning process. The task of the researcher is only to monitor the process of the discussion and provide an explanation of the material to be discussed before the discussion process begins. At first, the students don't look too excited at the beginning of the lesson, however, after the division of groups and students began to discuss, most of the students had seen a change. They have started to get excited and look enthusiastic in the discussion process. They have been active in answering and giving questions to the group that brought the material. Some students have started to show their confidence during the discussion process. Therefore, the results of this cycle have shown progress but the results of its development have not been in accordance with the research target.

In cycle 2, the researcher managed the class better than in the previous cycle. Researchers can also build students' confidence to answer their assignments. Most of the students have started to be active in discussing, they look very excited in the learning process. In this phase, the researcher gave games to students in the form of challenges to attract more students to be more active in the discussion process. The challenge given by researchers to students is that students who get or memorize a lot of vocabulary after finishing the discussion will get prizes. This applied game motivates all students and makes them more fun in the teaching and learning process. The results of cycle 2 are very satisfactory and are by the research target.

Besides, there were improvements in the students' self-confidence, the test result indicated that the students of Creative English Club SMAN 16 Bone have good achievement in speaking mainly in terms of students' self-confidence. It could be seen that the students' self-confidence was still fair in the pre-test, the mean score in the pre-test was only 59,1 and the classification was a Fair score. But, after conducting the first cycle by using seminar-based discussion, the student's score improved and the mean score was 65,16 the classification was still a Fair score. Because

some students still got scores below the Minimum score, the second cycle was conducted. In the second cycle, the student's score improved from post-test 1 the mean score was 83,16 and the classification was Good Score.

The researcher also gave a questionnaire sheet before and after the implementation of Classroom Action Research (CAR). Based on the result of the pre-questionnaire, showed that most students were not satisfied with their achievement in learning, not impassioned in the teaching-learning process. After the implementation of the CAR, the students have a good response and are more enthusiastic about learning. It was seen that the students were already active in speaking in the discussion process. The students also did not look sleepy during the learning process. It can also be seen when students are given a game such as a challenge, students look very excited to pay more attention to the new vocabulary they get when discussing. Students seemed very enthusiastic to increase their vocabulary memorization to become winners in the challenges given. From there, students began to be very enthusiastic about participating in the learning process and it made their confidence increase more in speaking because they began to be trained to express opinions or provide suggestions and answers to their friends in the discussion process.

It can be concluded that the identification and analysis of problems faced by researchers in each cycle, such as students who are not enthusiastic about participating in the learning process, students who look sleepy during discussions, and students who are not interested in discussing can be overcome by providing a little variation in the teaching and learning process. Until finally there was an improvement in the learning process because most students responded positively and the research finally met the criteria for the success of the action.

CONCLUSION

Related to the findings of this research, it could be said that this research was successful. First, where the results of this test show that the increase in students who initially only achieved a fair score can increase to a good score. In the pre-test, 14 students passed the Minimum score and also 16 students were out of the target before the implementation of the CAR students were not too enthusiastic about learning, sometimes they felt bored in following the learning process, causing only some of them to pass with a minimum score. In post-test 1, there were 21 students (60%), students who passed the minimum score, in cycle 1 students started to be enthusiastic about participating in learning because they look active in the discussion process. And the second cycle, there were 28 students (94%) who passed the minimum score. In cycle 2 most of the students were enthusiastic in the discussion process, and students also showed their confidence in speaking in public. Students are interested in participating in the discussion process because they not only have discussions but they feel challenged to have more vocabulary because the researcher gives games in the form of challenges for students to have more vocabulary and the winner will get a prize. Second, based on the questionnaire result after implementing Seminar Based Discussion in the teaching-learning process, it could infer that the students had more fun and it influenced their self-confidence. The last, the observation result showed that the method can also increase the students' teamwork through discussion in the group, adding their new vocabulary, increasing their pronunciation, and students' involvement. Based on the statement above, it could be concluded that Seminar Based Discussions improve the students' self-confidence.

Acknowledgments

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