

ABSTRACT

This research investigates teacher's strategies and students' self-efficacy in the speaking lessons. One of the most crucial abilities for developing and enhancing as a way of oral communication is speaking. However, lack of self-efficacy in speaking makes students afraid to speak English. If students lack self-efficacy in their speaking abilities, it is difficult for them to master English speaking. As a consequence, teachers should be able to use various teaching strategies that enable students to learn and obtain their self-efficacy in speaking English.

This research applies a qualitative method with a case study approach, focusing on one English teacher and 20 students from year nine at MTs Persis 30 Bandung. Data collection techniques were gained through semi-structured interviews, classroom observations, and distributed questionnaires to the students. Classroom observations in three sessions, accompanied by semi-structured interviews consisting of twenty questions, are employed to investigate teacher's strategies and students' self-efficacy in the speaking lessons. Additionally, a questionnaire consisting of 20 items was distributed to gain insights on their teachers' strategies.

The findings reveal that the teachers employed different strategies. In the first meeting the teacher applies the drilling strategy and continues with information-gap activities. In the second and third meeting, the teacher combined the drilling strategy with dialogue practice. Furthermore, the research findings highlight students' positive perspectives toward the teacher's strategies and students' self-efficacy in speaking. Students are identified as having equal ability regarding self-efficacy, which was indicated by their magnitude, generality, and strength dimensions. Specifically, the student's educational background influences their level of magnitude; their interests in particular fields influence their level of generality. Lastly, their strong belief in their ability to complete a task determines their level of strength.

In conclusion, the research emphasizes the importance of teachers' creativity in choosing and combining various teaching strategies. By employing effective strategies with authentic materials, teachers can foster a more enriching and engaging speaking experience for their students. The three dimensions of self-efficacy serve as a valuable measurement of the success of the teaching process, as they provide insights into the level of student magnitude, generality, and strength in speaking self-efficacy.