

**THE USE OF SPYING METHOD TOWARD STUDENTS' SELF  
CONFIDENCE IN SPEAKING ENGLISH**

**By  
DINY AZIZAH**



**ANTASARI STATE ISLAMIC UNIVERSITY  
BANJARMASIN  
2023 AD/1445**

**THE USE OF SPYING METHOD TOWARD STUDENTS' SELF  
CONFIDENCE IN SPEAKING ENGLISH**

**Undergraduate Thesis**

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**BANJARMASIN**  
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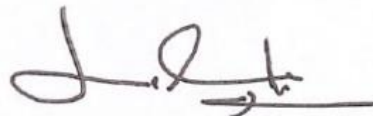
  
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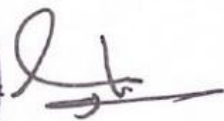


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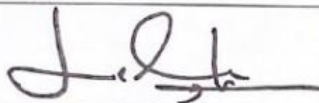
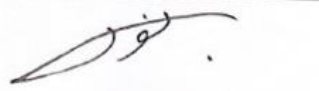
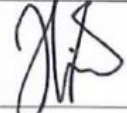
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## ABSTRACT

**DinyAzizah.** 2023. *The Use of Spying Method toward Students' Self Confidence in Speaking English Thesis.* English Language Education Department, Faculty of Tarbiyah and Teacher Training, Antasari State Islamic University. Advisors: Afifah Linda Sari M.Pd

**Keywords:** Speaking skill, Spying method, Students' Self Confidence

Speaking is crucial in language studies because it helps students' acquisition of both the target language and academic content. Teachers of English attempt to employ the spying method to assist learners in improving their speaking abilities. The spying method uses spy to gather information, In order to support and boost students' self-confidence in their ability to speak English. This Study use case study with the research focused on : 1) How are the spying method process in English teaching class? 2)How are the students' self confidence motivation through spying method? To answer the research questions, the researcher conducted field research at SMP Tahfidzul Qur'an Cindai Alus Martapura, by applying qualitative research. In data collection techniques the researcher used observation, questionnaire and interview. The data analysis used in this research were data condensation, data display, verifying conclusion. The research result were : 1) the spying method process in English teaching class were : For each phase of the spying method, the teacher performs these 10 steps which is divided into pre-project, while-project, and post-project sections. These actions are: pre-project (have students into groups consist of 5/6 students called a "home group", designate someone from each group as the leader, and separate the materials into five or six sections or parts). While-project (assign each student to study a section or component of the content or materials, take students enough time to read and become acquainted with their section, create a temporary "expert group" by bringing one student from each home group together with other students allocated to the same area, the teacher should have these expert groups time to review the major elements of the subject material and practice the expert group presentation during this session). And the post-project (replace the student back to their home group and encourage that each student consider sharing their section with their home group): 2) the students' self confidence motivation through spying method were : most students in a class can be motivated to study by the advantages of the spying method. Student motivation may be impacted by the methodology employed in the strategies section. This demonstrates the significant impact that educational methods have on students' motivation to learn throughout the learning process.

## ABSTRAK

**Diny Azizah.** 2023. *The Use of Spying Method toward Students' Self Confidence in Speaking English* Skripsi. Jurusan Tadris Bahasa Inggris., Fakultas Tarbiyah dan Keguruan, UIN Antasari Banjarmasin. Dosen Pembimbing: Afifah Linda Sari M.Pd

**Kata kunci:** Kemampuan berbicara, Metode *spying*, Motivasi kepercayaan diri siswa

Berbicara sangat penting dalam pembelajaran bahasa karena membantu perolehan siswa terhadap bahasa target dan konten akademik. Guru bahasa Inggris berupaya menggunakan metode *spying* untuk membantu pelajar dalam meningkatkan kemampuan berbicara mereka. Metode *spying* menggunakan mata-mata untuk mengumpulkan informasi, guna menunjang dan meningkatkan rasa percaya diri siswa terhadap kemampuannya berbahasa Inggris. Penelitian ini menggunakan penelitian study kasus dan fokus penelitiannya adalah pada : 1) Bagaimana proses metode *spying* di kelas pengajaran bahasa Inggris? 2) Bagaimana motivasi percaya diri siswa melalui metode *spying*? Untuk menjawab pertanyaan penelitian, peneliti melakukan penelitian lapangan di SMP Tahfidzul Qur'an Cindai Alus Martapura, dengan menerapkan penelitian kualitatif. Dalam teknik pengumpulan data peneliti menggunakan observasi, angket dan wawancara. Analisis data yang digunakan dalam penelitian ini adalah kondensasi data, penyajian data, verifikasi kesimpulan. Hasil penelitiannya adalah : 1) proses metode *spying* di kelas pengajaran bahasa Inggris adalah : Untuk setiap tahapan metode *spying*, guru melakukan 10 langkah berikut yang dibagi menjadi bagian pra-proyek, saat-proyek, dan pasca-proyek. tindakannya adalah: pra-proyek (mintalah siswa ke dalam kelompok-kelompok yang terdiri dari 5/6 siswa yang disebut “*home groups*”, tunjuk seseorang dari setiap kelompok sebagai pemimpin, dan pisahkan materi menjadi lima atau enam bagian atau bagian). While-project (tugasi setiap siswa untuk mempelajari suatu bagian atau komponen isi atau materi, luangkan waktu yang cukup bagi siswa untuk membaca dan mengenal bagiannya, buatlah “*expert groups*” sementara dengan mempertemukan satu siswa dari setiap *home groups* dengan yang lain siswa dialokasikan ke bidang yang sama, guru harus memiliki waktu bagi *expert groups* ini untuk meninjau elemen utama materi pelajaran dan mempraktikkan presentasi *expert groups* selama sesi ini). Dan pasca proyek (kembalikan siswa ke *home groups* mereka dan dorong agar setiap siswa dapat untuk mempresentasikan bagian mereka dengan *home groups* mereka): 2) motivasi percaya diri siswa melalui metode *spying* adalah : sebagian besar siswa di kelas dapat termotivasi untuk belajar dengan memanfaatkan metode *spying*. Motivasi siswa mungkin dipengaruhi oleh metodologi yang digunakan di bagian strategi. Hal ini menunjukkan dampak signifikan metode pendidikan terhadap motivasi belajar siswa sepanjang proses pembelajaran.



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Diny Azizah

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