

TABLE OF CONTENTS

TITLE PAGE	i
APPROVAL SHEET	ii
APPROVAL SHEET	iii
APPROVAL SHEET	iv
<i>LEMBAR PERNYATAAN</i>	v
PERSONAL PAGE (MOTTO)	vi
<i>ABSTRAK</i>	vii
ABSTRACT	viii
PREFACE	ix
ACKNOWLEDGEMENT	x
TABLE OF CONTENTS	xii
LIST OF TABLES	iii
LIST OF FIGURES	iv
LIST OF ENCLOSURE	v
CHAPTER 1 INTRODUCTION	1
A. Background of Study	1
B. Formulation of Problem	3

C. Operational Definitions	3
1. Speaking Confidence	4
2. Game-Based Learning	4
3. Guided Practice	4
D. Aim of the Research	5
E. Significances of the Study	5
1. Theoretical Significance	5
2. Practical Significance	5
3. Empirical Significance	5
CHAPTER 2 LITERATURE REVIEW	6
A. Theoretical Framework	6
1. Speaking Skills	6
2. Principle of Teaching Speaking	10
3. Self Confidence Theory	11
4. Speaking Confidence	13
5. Game-Based Learning	14
6. Guided Practice	16
B. Study of Relevant Research	17

CHAPTER 3 RESEARCH METHODOLOGY	19
A. Research design	19
B. Research Setting and Participant	19
C. Data Collection	19
D. Data Analysis	25
1. Familiarizing With Data	25
2. Generating Initial Codes	25
3. Searching for Themes	28
4. Reviewing Themes	29
5. Defining Themes	30
6. Producing the Report	30
E. Schedule of the research	31
CHAPTER 4 FINDINGS AND DISCUSSIONS	32
A. Findings	32
1. Game-Based Learning Role in Reducing Student Anxiety and Fear of Making Mistakes	32
2. Guided Practice Role in Enhancing Confidence Through Practice	35
3. Game-Based Learning in Overcoming the Pronunciation and Grammar Challenges	36

4. Teacher and Peer Collaboration to Create a Positive Learning Environment that Support Confidence Development	38
B. Discussion	40
CHAPTER 5 CONCLUSION AND SUGGESTION	44
A. Conclusion	44
B. Suggestion	45
REFERENCES	46
ENCLOSURE	54
CURRICULUM VITAE	203

LIST OF TABLES

Table 3.1 Research Activity Matrix.....	21
Table 3.2 Generating Initial Codes.....	26
Table 3.3 List of Initial Codes and Their Frequency.....	27
Table 3.4 Searching for Themes.....	28
Table 3.5 Reviewed Themes.....	29
Table 3.6 Defined Themes.....	30
Table 3.7 Research Schedule.....	31
Table 4.1 Excerpts of GBL Role Reduce Students Anxiety.....	32
Table 4.2 Excerpts of Role of Guided Practice in Enhancing Confidence.....	35
Table 4.3 Excerpts of Overcoming the Pronunciation and Grammar Issue.....	36
Table 4.4 Excerpts of Teacher and Peers role Creating Positive Environment.....	38

LIST OF FIGURES

Figure 2. 1 Gradual Responsibility Release Model.....	16
---	----

LIST OF ENCLOSURE

Enclosure 1. Interview Guideline.....	53
Enclosure 2 . Interview Transcription and the Coding Process	56
Enclosure 3 Observation Notes, and Coded Video Transcription.....	99
Enclosure 4 Consent Form.....	121
Enclosure 5 Preliminary Questionnaire.....	127
Enclosure 6. Preliminary Questionnaire Result.....	129
Enclosure 7 Field Notes Preliminary Observation	134
Enclosure 8 <i>SK Bimbingan</i>	139
Enclosure 9 Proposal Tentative.....	140
Enclosure 10 <i>Kartu Bimbingan</i>	147
Enclosure 11 <i>Modul Ajar</i>	148