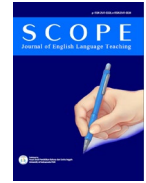




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Research Article

## Self-efficacy among Indonesian EFL Undergraduates in Speaking Classes

Djoko Susanto<sup>1</sup>, Engliana<sup>2</sup>, Ria Saraswati<sup>3</sup>, Ruli Astuti<sup>4</sup>

<sup>1</sup> UIN Maulana Malik Ibrahim, Malang, Indonesia

<sup>2</sup> Universitas Katolik Indonesia Atma Jaya, Jakarta, Indonesia

<sup>3</sup> Universitas Esa Unggul, Jakarta, Indonesia

<sup>4</sup> Universitas Muhammadiyah Sidoarjo, Malang, Indonesia

### KEYWORDS

Self-efficacy  
 Student involvement  
 Learning method  
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### A B S T R A C T

The concept of student self-efficacy in English as a Foreign Language (EFL) learning has been explored in how self-efficacy might enhance performance in the English-speaking learning process. The study aimed to establish self-efficacy in the English-speaking learning process by using students' involvement in the learning process as a mediating variable. An explorative qualitative study has enabled data collection from a questionnaire distributed to the 90 student participants. Qualitative content analysis has been performed on the data. Bandura's self-efficacy and Zimmerman's self-regulated concepts are the framework of discussion. Students' involvement in the learning process, choosing diverse learning materials, and willingness to volunteer in the following learning method and course syllabus are the relevant and success factors in the students' learning process in EFL undergraduate speaking classroom. The research concludes that there are meaningful contributions to the course syllabus, method, and learning media to achieve a sustainable teaching-learning process. It is also worth investigating the relation of the teachers' emotions, students' anxiety levels, and the un-/successful teaching-learning process.

### CORRESPONDING AUTHOR(S):

E-mail: engliana.120222017@atmajaya.ac.id \*

## INTRODUCTION

Most studies on second language (L2) and foreign language (FL) learners heavily emphasize the successful implementation of teaching methods. Nevertheless, several findings agree that individuals studying a foreign language have many differences in the speed and result of learning. Their differences include personality traits, learning styles, beliefs, strategies, talents, age, and motivation (Dörnyei, 2014). Learning styles, phonological working memory, and personality differences affect language learners' reactions to incidental language learning resulting. Although the study results only slightly impact the

learners, we can still conclude that the language learning process interacted with the learners' decisions during the learning process (Grey et al., 2015). The novelty of self-efficacy research lies in its focus on individual differences in language learning, particularly self-efficacy. While previous studies have primarily emphasized the effectiveness of teaching methods, this research highlights the importance of considering learner-specific factors. By examining self-efficacy, the study contributes to a more holistic understanding of language learning processes and outcomes. It challenges the traditional one-size-fits-all teaching approach and suggests a more personalized approach that considers learners' unique beliefs, abilities, and motivations.

A neurolinguistic study shows that “individual differences predict language switching between newly learned languages” (Jiao et al., 2022), and the language control adaptability varies from individuals. Rao (2019) suggests that teachers change their methods and materials and use the latest teaching techniques. He further advises that “the learners have to create situations themselves to speak not only in the classroom but also outside the classroom” (Rao, 2019). Thus, in the academic context, educators should consider individual differences in implementing learning and teaching goals. Individual differences in language learning concern tolerance of ambiguity, motivation, self-efficacy, and anxiety, among others.

Bandura (1986) defines self-efficacy (SE) as individuals’ beliefs in performing a task. SE appears to play a vital role in predicting learners’ performance in educational contexts that can predict performance even better than actual abilities (Bandura, 1997). SE proves to be a principal variable in predicting learners’ performance. In addition, it is an individual’s belief to have their optimism in understanding their ability to achieve something they want (Bandura, 2010). Few researchers conducted studies regarding self-efficacy in several domains, including learning, English language, teaching, and writing (Arslan, 2012; Hampton & Mason, 2003; Kudo & Mori, 2015; Lin, 2016; Pajares et al., 2007; Phan & Ngu, 2016; Tschannen-Moran & McMaster, 2009). Teachers have not widely used the SE concept as a teaching and learning strategy for English speaking.

The learning method of English speaking implemented in higher education, in general, has not given students the flexibility to choose various learning methods. By far, only lecturers determine the learning method without paying attention to students’ potential as learners. Students become passive recipients of the learning method applied by the teacher/lecturer. The input discusses the importance of considering individual differences in language learning, including learning styles, personality traits, motivation, and self-efficacy. It suggests that teachers should adapt their teaching methods to accommodate these differences.

### **1. Self-efficacy (SE) and Self-management (SM)**

SE is a way of thinking. It is crucial in people’s self-evaluation and self-regulation processes (Yang & Quadir, 2018). The individual’s judgment of ability and belief in academic aspects, which is influenced by personal learning ability, teachers’ or parents’ expectations and emotions, and so on, is reflected in SE in learning. It is also the learner’s assessment of their ability to complete learning tasks and their confidence in achieving a goal (Shukor & Abdullah, 2019). In English learning, SE reflects an individual’s assessment of ability and belief in academic aspects, which is influenced by personal learning ability, expectations and emotions of teachers or parents, and so

on. It is also the learner’s assessment of their ability to complete learning tasks as well as their belief in their ability to achieve a goal (Moghari et al., 2011). According to Chularut & DeBacker (2004), by increasing SE, English learners’ behaviors, habits, and attitudes can be regulated, and English performance can be improved continuously and comprehensively. Meanwhile You, Dang, & Lim (2016) stated that one of the most important aspects of self-efficacy is psychological self-regulation, which promotes the effect of cognitive strategies in English learning.

Theoretical levels of SE are classified as follows: need hierarchy, achievement motivation, self-efficacy, achievement goals, self-determination, and self-worth (Lu & Zhang, 2012). The satisfaction level of individual psychological needs will determine the energy and nature of learning motivation during the learning process. From a new perspective, SE supplements English learning motivation and attitude (Wang et al., 2018). The behavior subjects adjust their ability, thinking mode, and behavior intensity as a result of their SE. Throughout the process, the action mechanism of SE is achieved by the subjects’ thinking, selection, motivation, and physical and mental reactions (Kuo et al., 2014).

Alongside the development of concepts and practices on SE in the ‘90s, more areas of students’ and teachers’ motivations were subject to the study of autonomy in the learning process. Thus, the term ‘self-regulated’ came to the surface. Self-regulated learning (SRL) and self-regulated motivation (SRM) are, in a general academic context, are referred to as learners’ autonomy (Schunk & Zimmerman, 2008; Zimmerman, 2002). These learners can recognize study goals and apply the necessary skills to attain the final purpose. The necessary skills include maintaining academic self-regulation and cognitive levels (Seli & Dembo, 2019). At the first level, the self-regulated learners have the capabilities to manage their learning strategies to “control the factors influencing their learning” (Seli & Dembo, 2019), while the latter focuses on “the learners’ mental process” (Seli & Dembo, 2019). As such, SRL refers to the students’ initiative to control their learning environment by modifying influencing elements and overcoming impediments. Accordingly, the terms SRL, SRM, and SE portray the same meaning in this current research.

Previous reports have highlighted the importance of self-management of learning, most likely because it has a positive relationship with learning effectiveness and efficiency (Broadbent, 2017; Rashid & Asghar, 2016). In other words, learners with a greater degree of SM in their learning will have better learning outcomes than those with a lower level of SM. Previous research, for example, has not only revealed a positive relationship between SM of learning and learning performance, but it has also revealed

that SM of learning may be positively related to online learning satisfaction (Broadbent, 2017; Cho et al., 2017; Rashid & Asghar, 2016).

In other words, SE and SM are interconnected concepts that influence learning outcomes. SE is a belief in one's ability to achieve goals and is crucial in self-regulation processes. Individuals with high SE are more likely to engage in SM strategies, such as setting goals, monitoring progress, and adapting their learning approaches. Conversely, SM skills can enhance self-efficacy by providing learners with a sense of control over their learning and the ability to overcome challenges. Therefore, a positive relationship between SE and SM contributes to effective and efficient learning.

## 2. Learning method

Several factors have been discovered to influence learners' selection of language learning strategies. Successful language learners are more likely to employ strategies designed for specific tasks, contexts, or needs. They use learning strategies that are more self-regulated, flexible, and appropriate (Weinstein et al., 2011). The more effective students used strategies more "appropriately, with greater variety, and in ways that guided them in accomplishing the task." (Chamot & Kupper, 1989). Chamot and Kupper (1989), Ellis (2008), Oxford (2003), Oxford & Ehrman (1995), several factors influence the decision of language learning strategies, for example, gender, age, cultural background, motivation, attitudes and beliefs, type of task, learning style, and teacher perceptions. Motivated students are more likely to use more strategies than less motivated learners, and studying the language also influences the choice of learning strategies.

Strategy plays an important role in influencing English language learning to achieve success. Many researchers and scholars have investigated language learning and teaching methodology in a variety of ways, including the significance of alternative learning contexts or learner contributions such as motivation, learning styles, and language learning strategies, and others. Abedini, Rahimi, & Zare-ee (2011) and Ratana(2007) identifies learning strategies are approaches that learner use to enrich and succeed their own learning, which is particularly important for language learning because they are valuable tools that can foster learner autonomy in language learning and support learners in promoting their own achievements in language proficiency. The researchers intend to investigate the frequency with which students use various strategies to learn English as a foreign language at the university level in this study.

While many Indonesian undergraduate students major in English, many struggle to communicate well (Boyoh,

2018; Hermayawati, 2010; Puspitasari, 2021; Sundari & Dasmu, 2014). In the case of Indonesian undergraduate students, previous studies have shown that they mostly feel embarrassed for making grammar mistakes during conversation. Such feelings build up a high level of anxiety when performing speaking tasks (Mahmudi & Anugerahwati, 2021). The high level of anxiety also significantly affects students' oral communication, resulting in low academic performance during their study period (Said & Weda, 2018). It is logical that worry or anxiety would impair the acquisition or production of a foreign language, primarily when the socio-economic environment supports the feeling of lacking the ability and motivation to practice speaking skills. Due to the restricted access to speaking courses at the tertiary levels and the limited opportunities for practicing English speaking within the classroom, some self-motivated students embrace SRL to benefit from opportunities beyond the classroom through physical and virtual human interaction facilitated by online media, computer- and mobile-assisted language learning (Alotumi, 2020). Technology in language learning has advanced the process of language learning since it provides options for students to minimize their anxiety level to the most optimum conditions where they feel that they can proceed to the learning process.

This paper's theoretical basis comprises broad literature reviews on self-efficacy and learning methods for EFL speaking skills. Our research objects are, therefore, indicators that characterize the manifestations of research assumptions:

1. The active involvement of students in learning will stimulate students' interests in learning the English language.
2. Active involvement of students is an essential basis for the success of the English-speaking learning process.

## METHOD

An explorative qualitative method has been the best option for this research, enabling us to collect information from open-ended questions (Haraldseid et al., 2016; Kohlbacher, 2006; Portoghese et al., 2019). The research is grounded on the idea of the impact of self-efficacy and learning strategies on students' interests in learning the English language. The participants of this research are the students of the English Language Department of Universitas Islam Negeri (UIN) Malang. They enrolled in the Speaking course taught by one of the authors as a part of the course requirements for the undergraduate program. The recruitment requirement was not necessary as long as these student participants were enrolled in Speaking classes. Primary data will be taken by distributing a questionnaire to the participants (see Appendix 1). The questionnaire

poses questions about their preferred method for learning English speaking.

### 1. Data collection procedure

The students attending the Speaking classes (three classes: Class A, Class B, and Class C) were invited to partake in this current research to find out: a) if they were willing to participate, b) their choice of learning method to improve their speaking skills, and c) how the chosen method was successful in improving certain aspects of speaking skills. The process of data collection is as follows:

- a. Invitation to participate in research as a volunteer participant and permission to sign a consent form (see Appendix 2).
- b. Students received lessons from the first session until the last session before the final exam
- c. Questionnaire distribution at the last session (see Appendix 1).
- d. Short interviews to confirm answers were conducted on few randomly selected students.

Then, it will be known which methods they choose to use to learn English speaking in the class. The student's name and the chosen method are recorded as initial data that will be used to find out whether the learning method the student chooses can improve their English-speaking learning outcomes. All these English-speaking learning methods will be used alternately until the end of the semester.

The following steps were taken to determine the effectiveness of the method chosen by each student toward the achievement of their English-speaking skills:

- a. Data from each student regarding their choice of learning methods toward improving their English-speaking component had been obtained.
- b. The results of each presentation were evaluated through the ability of the English-speaking component on the following basis: a) if they were willing to participate, b) their choice of learning method to improve their speaking skills, and c) how the chosen method was successful in improving certain aspects of speaking skills.

## RESULTS AND DISCUSSION

The section displays four categories gathered from the data collected: choice of methods, reasons for choosing learning media, benefits from their choices, and the students' perceptions of their method selections. Results and discussion are combined.

### 1. Students' choices for improving speaking skills

The learning methods preferred by the students are listening to English songs and watching English films (see Figure 1). They claimed that they read the lyrics and sometimes also sang the songs when listening to songs. They focused on listening to the song lyrics and then tried to repeat some new phrases or sentences.

The 34 students stated that they watched the film without subtitles when watching English movies and then tried to understand what was being discussed. They could improve their speaking ability by watching English-speaking movies without subtitles. They tried hard to understand the conversations made by actors and actresses in the film. Others stated that they practiced their English speaking in front of the mirror after watching English-speaking movies. In addition, Aulia explained that *"practicing speaking skills by watching English films is also fun. I usually practice pronunciation as exemplified by native speakers in films."*

Most of them argued that they felt more confident in doing so. Nilla, for example, claimed: *"I learn English speaking by watching English films and listening to English songs. After listening to music, I record vocabulary or just sing and remember the lyrics on paper or notes on my mobile phone and practice it in front of the mirror."* Sixteen other students argued that they followed the native speaking style in the film by observing their pronunciation, gesture, intonation, and accent. Fourteen students believed that their pronunciation got better by using these methods. Finally, six students admitted that listening to music was another thing they did. They could enrich their vocabulary and learn slang words from English music.

The reason for the students to watch English films and listen to English songs is due to the reasons that they are not monotonous, and they are entertaining. They can also learn from fun things. Watching English films and listening to English songs can immediately determine how words are pronounced, intonation, accents, and gestures. This method can also increase their self-confidence. As expressed by several students, including Aji, who stated that *"I choose this method because I like watching movies and also like acting imitating the voices of the actors in the film. The way I choose is a fun way."* Amalia also admitted that *"watching and listening are fun and relaxing activities in line with Aji: "When I do activities casually while also learning English, it will be easier for me to understand the material. When watching movies, I can add subtitles, and when listening to English songs, I can display lyrics."* Aulia conveyed a similar opinion: *"I preferred this method because there was no burden for me to do it. Ahmad also argued that "because I became more confident in this way."* The process of actively forming a cognitive structure through recognizing English forms is known as English learning. Autonomy is a sense of self-efficacy in the

cognitive process that influences students' learning motivation, behaviour, and performance.

Students' acceptance of English knowledge can only be achieved through their own creation. As shown in Figure 1, the students' reasons for selecting the type of materials for learning English speaking are as follows: (1) 39 students choose song as a learning material because they enjoy listening to songs, (2) 34 students choose English movie because they enjoy watching English movies, (4) 9 students prefer to retell a story, and (5) 8 students prefer to do direct speech.

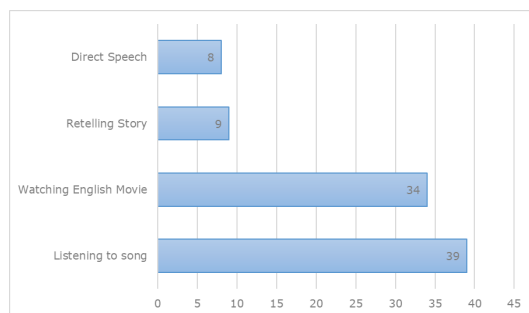


Figure 1. Four chosen media for learning

## 2. Benefits from the media for students' self-learning

According to the students, the results achieved in learning to speak through watching movies and listening to English songs include vocabulary count increases, the pronunciation of English words being more accurate than before, and more confidence to speak English. This argument is supported by Amalia, who claimed that "learning English speaking through watching movies and listening to western songs has succeeded in increasing my vocabulary, understanding how words are pronounced, for example, a syllable /p/ in the English vocabulary "telephone" is read /telɪfəʊn/ not /telepon/. The word "Wednesday" is not to be read /wednesdei/, but it is pronounced /Wens-day/; the "d" is silent. In addition, she said "by repeating the word or sentence that I watched from the movie, I recognize that it does not only improve my pronunciation but also my fluency. The same thing was felt by Afia, who stated that:

*"the progress is quite good; my pronunciation is getting better gradually. I also know more vocabulary, for example, Dwell, Flee, withstand. I also learn grammar. For example: before I said, "Your my friend (incorrect grammar), the correct one is 'You're my friend.'"*

It also makes them more fluent and comfortable in speaking English. Syafhira admitted, "after watching the film, I learned new vocabulary and how to pronounce them, such as /ridiculous/."

*If they do not find it in the film, they probably do not pronounce it properly. Then, I could find out*

*some of the accents used in the film. It is fun to learn. After listening to English songs, I became aware of the pronunciation of different words, such as /accept/ and /except/."*

In the Indonesian language, the word 'accept' is 'menerima'/menerima/ and the word 'except' is 'kecuali' /keʃuali/ She also added that: "the results were as expected. I have become more confident in my speaking skills". Syahfira also believed that "over time, the results will truly be optimum and have a full impact on my speaking skills."

Figure 2 shows that self-efficacy is crucial to enhancing students' English learning performance by initiating learning. The students argued that watching English films and listening to English songs could at least improve the following three things: (1) 58 students stated that their pronunciation was getting better, (2) 18 of them believed that it could increase the number of vocabulary items, and (3) 14 students mentioned that it could increase their self-confidence in English speaking. Overall, the students discovered that participation in these activities enhanced their language abilities and increased their confidence in using English. Active involvement led to noticeable advancements in their pronunciation, vocabulary, and general speaking skills. This underscores the significant impact of self-efficacy in motivating students to immerse themselves in their learning and substantially enhance their proficiency in English.

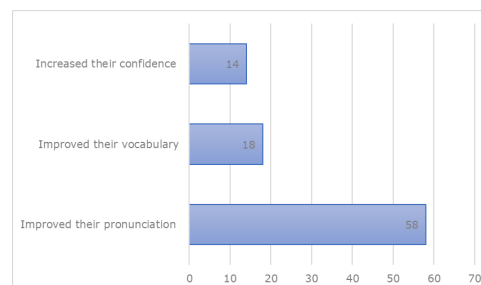


Figure 2. Benefits from the choices students made Source: Authors' Data

## 3. Perceptions of using their choice of methods

The students have different perceptions using other methods, such as (1) self-conversation and (2) retelling stories. The students affirm that they do not like this method because (a) they feel strange that there is no partner to talk to, (b) they are uncertain whether they have spoken correctly, (c) without their speaking partner, their speaking skills are not optimal because when talking with other people they can get new vocabulary, and also can evaluate their pronunciation. They have not been able to measure the extent of their ability to speak in English, and they also do not get fair criticism from the other person.

Students thought this method was monotonous and not fun because they must first find out something in detail, then

memorize it and convey it to others. While they do not like storytelling because this method emphasizes memorizing a story sequence, they tend to memorize it, and the vocabulary they remember from storytelling is only a few. Using this method, they feel they have to tell a story following the original story. Storytelling requires very high creativity.

So far, the teacher or lecturer has always decided the choice of learning methods, including the English-speaking learning method. It seems that students have never been involved in determining what methods to use in learning English speaking. In this study, when students were asked through questionnaires regarding methods to improve their English-speaking skills, most answered that watching English films and listening to English songs can improve their speaking abilities. They argue that watching and listening are relaxing, fun, and entertaining activities. These methods can improve their English-speaking skills through fun things. Simultaneously, these methods can improve their pronunciation, increase the number of vocabulary items, display excellent and correct expression, and increase their confidence when speaking English.

These findings show the importance of involving students in learning and initiating learning design. Students enjoyed being involved in choosing the English-speaking learning method because they were the ones who best knew their abilities and needs in learning. Placing them as active learners simultaneously will stimulate their motivation to learn English. Of the 90 students involved in this study, 67 said they strongly agreed, 18 students agreed, and five did not agree to participate in determining the learning method in English-speaking lectures because they felt they did not have enough experience and knowledge in determining the method. They disagreed because *“determining the learning method requires knowledge and experience in learning. As a student, I feel that I do not have enough experience and knowledge to determine the method to be used.”*

However, almost all students (85 out of 90) responded positively. Cahyanita, for instance, expressed one of the reasons why students need to get involved in this matter:

*“By being directly involved, I will both know what methods are suitable for students in the learning process of the speaking course. So, there will be an agreement between the two parties (lecturers and students) to determine the methods to be used in learning English-speaking. If the method used is appropriate, it will also significantly affect the students’ speaking skills.”*

Jessica also supported it, saying that *“I believe that is directly involved in determining learning method can directly channel what students feel. They will feel*

*comfortable learning methods that eventually can benefit students to improve their English-speaking skills.”* The students’ reasons why they strongly agree with getting involved in determining the English-speaking learning method can be grouped into three parts: (1). 40 or (44%) of students know that the learning method they like will be used to learn English; (2). 35 or (38%) students stated that they would understand learning English speaking more fun (3). 15 or 18% of students believe they can express their aspirations.

#### 4. Reasons for getting involved in learning method planning

This study gives the impression that students understand much better what they need in the learning process, so the students’ perspectives need to be accommodated. In other words, the students have their way of improving their speaking ability. The success of English speaking, based on students, changes the learning process to be participatory. Participatory learning involves students in authoring, solving, and evaluating problems and their solutions, besides adapting to student needs and increasing their motivation in learning. Engagement also means appreciation or giving students’ self-esteem and placing them as learning subjects. The students’ choice to learn English by watching films or listening to English songs has stimulated their’ interest. Learning from films is motivating and enjoyable because the film provides authentic and varied language and visual context. Whereas songs contain authentic language, are easily obtainable, provide vocabulary, grammar, and cultural aspects, that are fun.

Figure 3 describes the main reasons students strongly agree on the importance of getting involved in determining the English-speaking learning method. Sixty-eight students argued that they knew which learning method they would like to use in learning English; 13 students stated that they understood that the method they chose would make learning English speaking fun. Nine students stated that choosing their own method helps them express their individual aspirations.

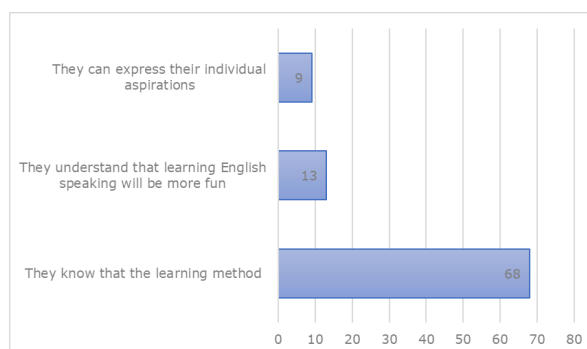


Figure 3. Students’ willingness to get involved in developing materials

The results show something different from previous studies, which presented that speaking in English tended to follow the teacher's teaching methods (Ghofur et al., 2017; Kurniati & Christi, 2018; Nurzanah & Supadi, 2018). Different perspectives, apart from education, can be inclusive, according to the mission of education in general, and allow the required English-speaking competencies to be achieved. Based on these results, a new student-based approach to English speaking is needed. The students' way of improving their speaking ability, i.e., through watching English films and listening to English songs, proves the need to involve students in determining valuable methods to improve their English-speaking skills. The curriculum needs to be structured to allow students to participate in the learning process as needed by students with students' inherent characteristics.

## CONCLUSION

Learning English speaking will be much more successful if the students actively learn subjects, such as selecting learning methods. Learning, as shown by the results of this study, is very individual, not only concerning the level of ability but also in the method that must be achieved. The teacher cannot imagine students' characters, which requires adjustment in the method. The learner's perspective largely determines the accuracy of the learning methods used. The choices made by the students, in addition to being under the learners' character, will also place learning in a position of being responsible for their choices. The teacher-centered approach to learning English speaking will reduce students' interest and cause the failure of the transfer of knowledge. In other words, language skills mastery will not take place as expected.

Positioning this research in favor of students is a choice of values about students' subjectivity in the learning process. Education is fundamentally an objectification in which learning has been wrongly seen as a passive subject. This tendency ignores the students' intelligence in the learning process and places students as mere objects in the learning process. Putting students first can become an ideology in the learning process that prioritizes the fundamental character of the students as part of their involvement in the entire process of achieving language learning goals.

This study is limited to learning English speaking in the English Department of Higher Education. Therefore, the results of this study may (not) work correctly if it is implemented in different levels of education or departments due to different natures of learning environments, students' educational backgrounds, and other related variables. The results of this study also cannot be said to be significantly valid because the evidence from watching English films and listening to English songs is

still needed evidence of their English-speaking results after final semester learning achievement.

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## Appendix 2 Consent form

### CONSENT FORM

We agree to participate in, and to permit ourselves to participate in, a study of determining learning method for speaking class, conducted by Djoko Susanto, hereby, as the Head of the Researchers, with the understanding that:

- (1) The purpose of the study is to observe and describe as well as consider the most effective learning method in speaking classes from the students’ perspectives and experiences;
- (2) I will be asked by the Head of the Researchers in for about half an hour or 30 minutes up to 45 minutes to complete a questionnaire followed by interview related to the task given previously;
- (3) All data will be analyzed only by the Researcher and a limited number of associates, and only for educational and scientific research purposes. At all times my identity will be kept confidential;
- (5) Neither I nor any member of the classes shall be identified by our actual names in any use made of the questionnaire or any of the transcriptions made;
- (6) The results from interviews and questionnaire will be protected and securely stored. The students, as the participants, may obtain the data any time by contacting the Head of the Researchers requesting for access.
- (7) At the end of the data collection, the Researcher is allowed to keep these tapes for future educational and scientific research purposes. Any publications regarding to the data obtained will be informed to the participants.

Malang, 25 Mei 2021

Signature of the Representative Participant: \_\_\_\_\_

Signature of the Head of the Researcher: \_\_\_\_\_

## APPENDICE

### Appendix 1 Questionnaire distributed to student participants.

- Do you agree if you are involved in determining the method of learning English speaking according to what you want to use in class?

- a. Strongly Agree
- b. Agree
- c. Do not agree

Please give your reason \_\_\_\_\_

- What learning method do you like the most and use to improve your English-speaking skills? (Example: listening to English song, watching English movie, telling story, etc.)
- Has the method you chose proven to be effective in improving your English-speaking skills?
- With the learning method you choose, give 5 (five) examples of improvements to your English-speaking component!

Example: pronunciation started right, used to say the word 'high' the letter 'gh' was read, now it's not anymore, etc.

### Appendix 3 Sample data from Speaking Class A

TABEL DATA SPEAKING CLASS A		
NO	Agreement to involve in determining learning speaking method	Speaking method they like best and why?  Explain how the performance of the method you choose can improve the ability of your English-speaking component
1	b. Setuju	The most I like in speaking class is retelling story. The reason why I chose telling story is the most I like in speaking because I'm able to improve student's speaking and it gives many betterment for the student especially for the beginner.  Grammar watching English movie karena bisa menjadi contoh dalam mempraktekkan cara bicara speaker yg native. By understanding about the grammar it helps for the student in improving their speaking in order the speaking is structured.
2	Setuju karena akan membantu saya dalam meningkatkan pemahaman dan kemampuan belajar saya.	a. Pronunciation b. Fluency c. Confidence Dengan memperbaiki cara bicara kita, pelafalan kata dan intonasinya bicara.
3	Tidak setuju, saya kurang bagus dalam perbincangan di forum diskusi.	Watching movie, karena saya bisa merasakan suasana saat belajar sambil menonton suatu film. Dengan menonton film kita bisa secara langsung mendengar. Dan melihat bagaimana suatu kata diucapkan.
4	Sangat setuju karena agar minat mahasiswa untuk belajar dengan maksimal tumbuh di kemauan diri sendiri.	Pronunciation Listening to english song karena dengan metode ini kita dapat mengetahui pronunciation dengan mudah dan sangat efektif Dengan melakukan sesuatu yg kita sukai maka akan dengan mudah mendapatkan ilmu tersebut