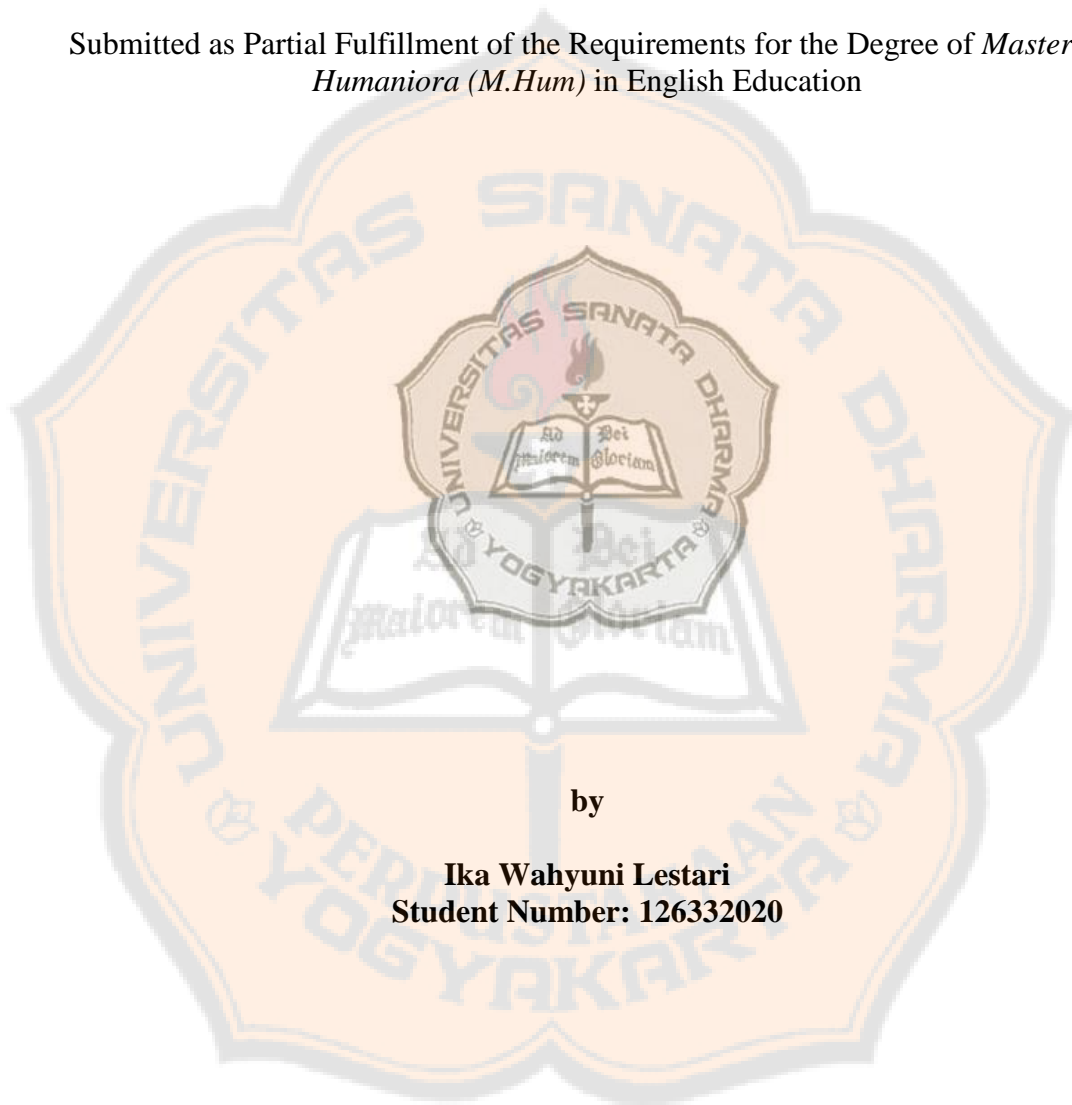


**THE BELIEFS OF NON-ENGLISH DEPARTMENT STUDENTS IN  
LEARNING SPEAKING**

**A THESIS**

Submitted as Partial Fulfillment of the Requirements for the Degree of *Master of  
Humaniora (M.Hum)* in English Education



by

**Ika Wahyuni Lestari  
Student Number: 126332020**

**The Graduate Program in English Language Studies  
Sanata Dharma University  
Yogyakarta-Indonesia  
2015**

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Approved by

F.X. Mukarto, Ph.D  
Thesis Advisor



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Date: February 27, 2015

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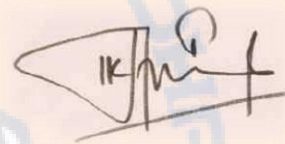
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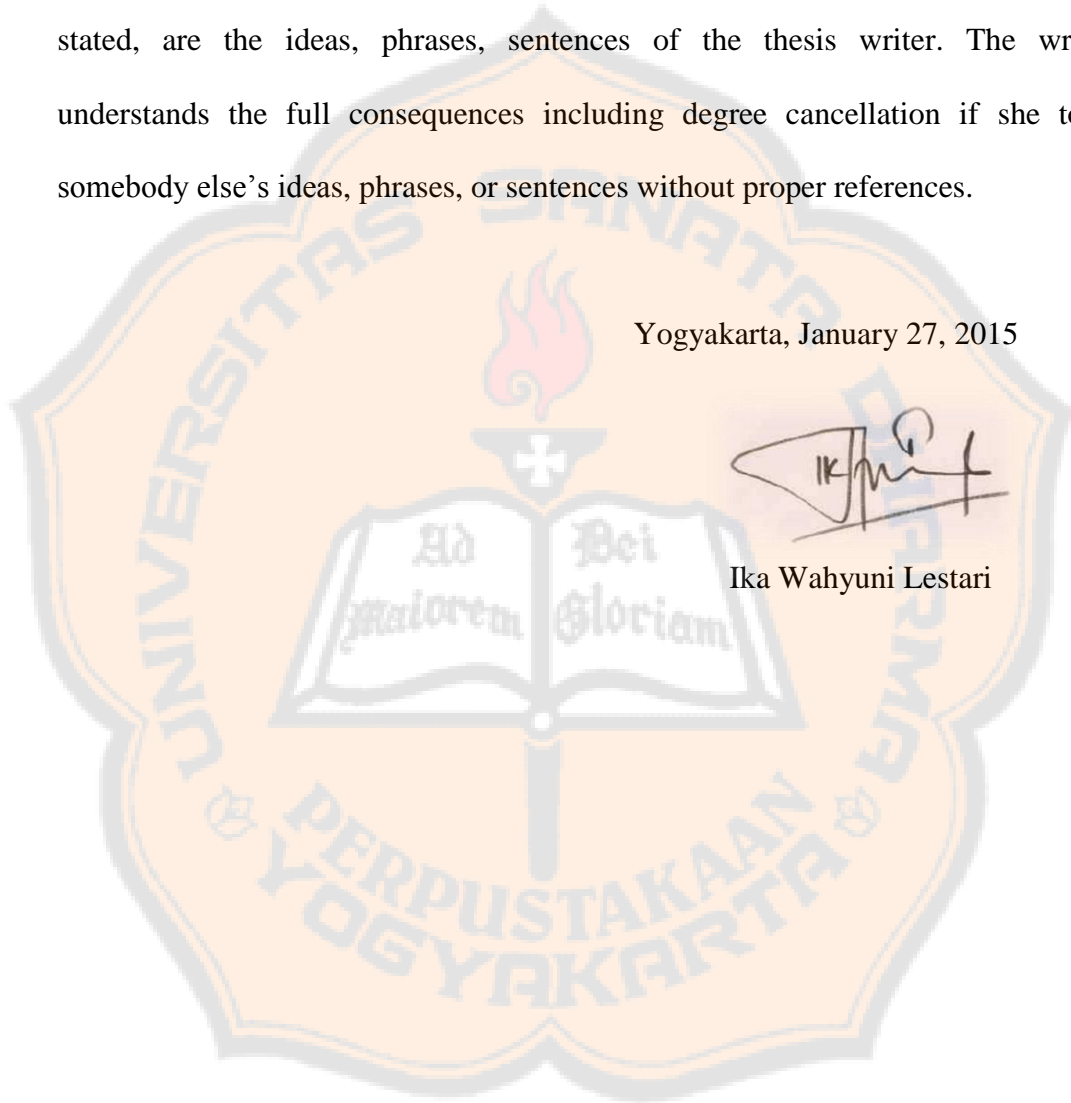

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Yogyakarta, January 27, 2015



Ika Wahyuni Lestari



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## ACKNOWLEDGEMENTS

Praise and thanks are due to Allah S.W.T, who has given me strength to accomplish this thesis. I wish to express my gratitude to the following people for their contributions throughout the completion of this study.

I am hugely indebted to F.X. Mukarto, Ph.D, my thesis advisor, for all his continuous supervision, guidance, encouragement, help, and feedback all the way through the process of writing this thesis. My gratitude also goes to all lecturers of English Language Studies of Sanata Dharma University, particularly Dr. J. Bismoko, Dr. B.B. Dwijatmoko, M.A., Dr. Novita Dewi, M.S., M.A. (Hons), Dr. Patrisius Mutiara Andalas, S.J., for their moral and academic assistance in my study. Special thankfulness is also sent to Mrs. Maria Adelheid Lelyana and Pak Mul for their kindness and help at English Language Studies of Sanata Dharma University.

A lot of thanks should also go to my beloved husband, my parents and my sisters for their prayers and supports given to me to finish this project. I would also thank Mrs. Fitria Rahmawati, M.Hum and Mrs. Evi Puspitasari, M.Hum for their support and help. Last but not least, special gratitude is also dedicated to all friends and classmates in English Language Studies of Sanata Dharma University for the discussion, supports, and togetherness along two years.

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## LIST OF CODES AND ABBREVIATIONS

### 1. Difficulties of Learning Speaking (Dif)

- (V) : Vocabulary
- (G) : Grammar
- (P) : Pronunciation
- (L.Opp) : Lack of speaking opportunity
- (Unfoc.Cur) : Unfocused curriculum
- (Inp.Poor) : Input-poor environment

### 2. Learning Strategies (L.Stra)

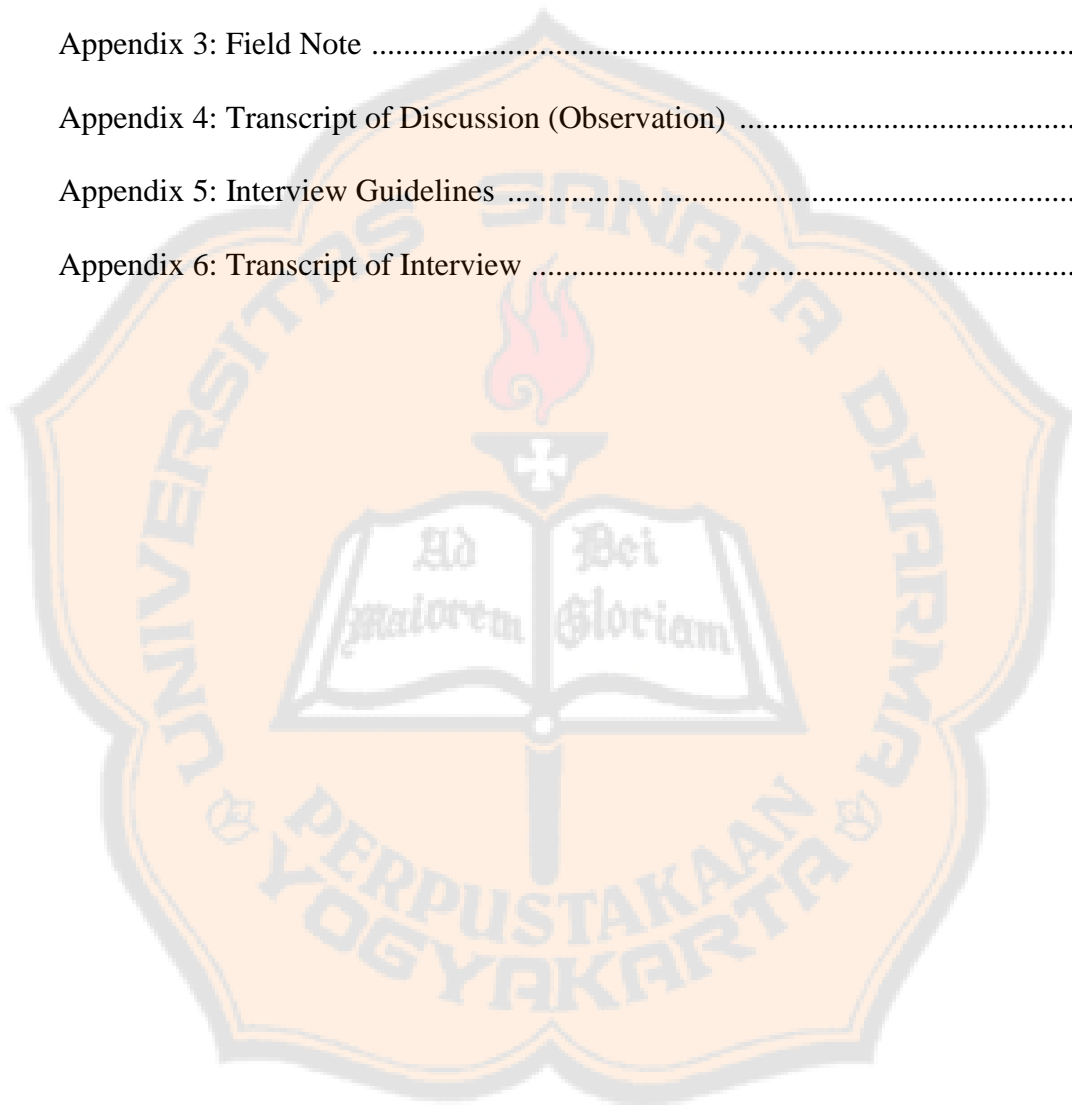
- (Mem) : Memory Strategies
- (Cog) : Cognitive Strategies
- (Comp) : Compensation Strategies

### 3. Communication Strategies (Com.Stra)

- (Circum) : Circumlocution
- (W.coin) : Word coinage
- (W.foreign) : Word foreignizing
- (Approx) : Approximation
- (All.Purp) : Use of all-purpose words
- (C.switch) : Code switching
- (Para) : Paralinguistics
- (Help) : Appealing for help

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## ABSTRACT

Lestari, Ika Wahyuni. (2015). *The beliefs of non-English department students in learning speaking*. Yogyakarta: English Language Studies, Graduate Program, Sanata Dharma University.

Speaking ability becomes one of the determinant factors whether or not a language learner masters a target language. However, many learners still find it difficult to speak due to various factors, one of which is the beliefs which might contribute significantly to the success of learning speaking. This study aimed at finding out the beliefs of non-English department students in learning speaking and how those beliefs are manifested in speaking practices.

This study is a mixed-method study. The samples of this study were thirty-three students who were given questionnaires, nine students who were observed, and one student who was interviewed. This study was conducted in February 2014 in Language Training Center of Universitas Muhammadiyah Yogyakarta.

For the first research question, the findings have shown that Non-English Department students tend not to believe that people who will learn speaking must own a special ability to successfully learn it ( $M=3.91$ ). They do not believe that women are superior than men ( $M=2.85$ ) but believe that children will be more successful in learning speaking ( $M=4.27$ ). They tend to believe that grammar causes more problems in speaking ( $M=3.91$ ) rather than lack of vocabulary, unfocused curriculum and confusion with pronunciation. They believe that lack of practices ( $M=4.55$ ) and lack of speaking opportunity ( $M=4.24$ ) will cause problems in learning speaking. Vocabulary ( $M=4.33$ ) and pronunciation ( $M=4.18$ ) play more important roles in learning speaking than grammar ( $M=2.58$ ). They believe that cultural knowledge ( $M=3.36$ ) and language immersion ( $M=3.33$ ) are not needed in learning speaking. In terms of learning and communication strategies, they believed that cognitive strategies ( $M=4.76$ ) are better employed in learning speaking than the other two strategies and that all communication strategies, except code switching ( $M=2.88$ ), could be employed in speaking. Lastly, the intrinsic ( $M=4.24$ ) and instrumental ( $M=4.58$ ) kinds of motivation motivate them in learning speaking. However, the integrative motivation ( $M=3.64$ ) tend not to motivate them in learning speaking.

For the second research question, the research has shown that Non-English Department students do not manifest their beliefs that vocabulary, grammar, and pronunciation become difficult factors in learning speaking as they faced difficulties with those aspects during their speaking practice. In terms of communication strategies, they manifest their beliefs as evidenced by the employment of circumlocution, word foreignizing, the use of all-purpose words, appealing for help and paralinguistics in their speaking practice. Surprisingly, though they do not believe that code-switching is a good strategy in learning speaking ( $M=2.88$ ), they frequently employ this strategy in the speaking practices.

**Keywords:** *learner's beliefs, speaking, non-English department students, manifestation*

## ABSTRAK

Lestari, Ika Wahyuni. (2015). *The beliefs of non-English department students in learning speaking*. Yogyakarta: English Language Studies, Graduate Program, Sanata Dharma University.

Kemampuan berbicara merupakan salah satu faktor penentu apakah seorang pembelajar bahasa telah menguasai bahasa yang dipelajari atau belum. Akan tetapi, masih banyak orang yang mengalami kesulitan dalam praktek berbicara bahasa asing dikarenakan berbagai faktor, salah satunya adalah keyakinan yang berpengaruh signifikan dalam menentukan kesuksesan belajar bahasa asing. Penelitian ini bertujuan untuk mencari tahu keyakinan mahasiswa jurusan non-Bahasa Inggris dalam belajar berbicara dan bagaimana mereka memanifestasikan keyakinan mereka dalam aktivitas berbicara.

Penelitian ini adalah penelitian dengan metode campuran kualitatif dan kuantitatif. Sample dalam penelitian ini sebanyak 33 orang yang diberikan angket, 9 orang yang diobservasi, dan 1 orang yang diwawancarai. Penelitian dilakukan pada Februari 2014 di Pusat Pelatihan Bahasa Universitas Muhammadiyah Yogyakarta.

Untuk rumusan masalah yang pertama, hasil penelitian menunjukkan bahwa mahasiswa jurusan Non-Bahasa Inggris cenderung tidak yakin bahwa bakat khusus diperlukan dalam belajar berbicara Bahasa Inggris ( $M=3.91$ ). Mereka tidak yakin bahwa wanita mempunyai peluang sukses lebih besar dibandingkan laki-laki dalam belajar berbicara ( $M=4.27$ ). Mereka cenderung yakin bahwa grammar ( $M=3.91$ ) menyebabkan masalah dalam belajar berbicara dibandingkan kurangnya kosakata, kurikulum yang tidak fokus dan kebingungan dalam pengucapan kata. Mereka yakin bahwa kurangnya latihan ( $M=4.55$ ) dan kurangnya kesempatan berbicara ( $M=4.24$ ) akan menyulitkan dalam belajar berbicara. Kosakata ( $M=4.33$ ) dan pengucapan ( $M=4.18$ ) berperan penting dalam belajar berbicara Bahasa Inggris dibandingkan dengan tata bahasa ( $M=2.58$ ). Mereka yakin bahwa pengetahuan budaya ( $M=3.36$ ) dan lokasi pembelajaran ( $M=3.33$ ) tidak diperlukan dalam belajar berbicara Bahasa Inggris. Dalam hal strategi pembelajaran, mereka yakin bahwa strategi kognitif ( $M=4.76$ ) lebih baik diterapkan dalam belajar berbicara dibandingkan dua strategi yang lain. Mereka juga yakin bahwa semua strategi komunikasi, kecuali code switching ( $M=2.88$ ), bisa diterapkan dalam belajar berbicara. Terakhir, motivasi intrinsik ( $M=4.24$ ) dan instrumental ( $M=4.58$ ) memotivasi mereka dalam belajar berbicara. Akan tetapi, motivasi integrative ( $M=3.64$ ) cenderung tidak memotivasi mereka.

Untuk rumusan masalah yang kedua, hasil penelitian menunjukkan bahwa mahasiswa jurusan Non-Bahasa Inggris tidak mewujudkan keyakinan mereka bahwa kosakata, tata bahasa, dan pengucapan adalah faktor-faktor yang membuat belajar berbicara menjadi susah karena mereka justru mengalami masalah dengan ketiga aspek tersebut ketika mereka praktek berbicara. Dalam strategi komunikasi, mereka mewujudkan keyakinan mereka karena mereka menerapkan circumlocution, word foreignizing, the use of all-purpose words, appealing for help dan paralinguistics dalam praktek berbicara mereka. Yang mengejutkan, walaupun mereka yakin bahwa code switching tidak tepat diterapkan sebagai strategi komunikasi dalam belajar berbicara, pada prakteknya mereka justru sering menerapkannya.

**Kata kunci:** *keyakinan mahasiswa, berbicara, mahasiswa jurusan non-Bahasa Inggris, perwujudan*



## **CHAPTER I**

### **INTRODUCTION**

This chapter consists of justification of the current study which elaborates the background of the study and other studies on learner's beliefs, research problems, research objectives, and research benefits.

#### **A. Justification of the Current Study**

As regulated in National Standard of Education No. 19/2005 article 9 paragraph (2), tertiary level of education should include English as the core subject taught at university or college. It is addressed to both English and Non-English major. It might become a way to prepare Indonesian students to compete in globalization era in which English becomes an international language. Therefore, mastering English language becomes a must for Indonesian students.

Mastering languages means mastering them both in spoken and in written form. However, oral language, or speaking, seems to determine more whether or not someone masters language. Therefore, speaking skill in language learning is very crucial since it becomes one of the determinant factors whether or not a language is well-mastered by language learners. This kind of initial judgement makes the process of teaching and learning speaking essential in language learning. English speakers, particularly EFL learners, should be able to speak "in a range of different genres and situations, and they will have to be able to use a range of conversational and conversational repair strategies" (Harmer, 2007, 343).

Speaking is one of the four skills taught in *Pusat Pelatihan Bahasa* (Language Training Center) of *Universitas Muhammadiyah Yogyakarta – PPB UMY*. It is taught as integrated skills in PPB's new curriculum namely Integrated English Learning (IEL). This program aims at giving basic knowledge to survive in daily communication and to expose students to the experiences in real life communication. The English class is taught twice a week for ninety minutes per session for one semester. Therefore, students have much time to practice speaking English as almost in every meeting, students are encouraged to have speaking practices. The oral production aims at providing opportunity for students to practice their speaking. It is usually in form of group discussion, role play, presentation, interview, debate, and many other activities which enable students to speak up and practice speaking in many situations. Thus, it is expected that at the end of the program, students can speak English used in daily communication.

English as the general basic course was designed to give effective teaching and learning process to students. Therefore, the English classes are set into small classrooms consisting of 20 to 25 students which enables students to have greater opportunities to practice their speaking skill. Besides the small classroom setting, materials taught in English classes were also designed to help students have basic knowledge of daily communication, such as introduction, giving description, giving opinion, and many other skills needed in daily conversation. In addition, syllabi of English course are also prepared to be used by all instructors who teach the English course. By having similar materials and syllabus, students are expected to have similar outcomes of learning.

Based on observation I had while teachings some English classes, students achieved different results though they got similar materials, syllabus, and even instructors. Some students appeared to have good fluency in speaking English and some did not. In addition, some students seemed to be reluctant in speaking English as they might not have high confidence in speaking English. On the other hand, some students were willing to practice speaking confidently though they did not have good grammar accuracy. Those different achievements varied in all English classes.

From that observation, it can be seen that learning speaking is not easy for some learners. Ur (1996) claims that speaking is often considered as a neglected skill in foreign language education and accepted as the most complex and difficult skill to acquire. Richards (n.d) reveals some other factors which make speaking difficult from the viewpoint of learner factors (e.g. motivation, proficiency), code complexity (e.g., topic familiarity, task familiarity), cognitive complexity (e.g., the amount and clarity of information), and communicative stress (e.g., time pressure, speaking speed). Richards and Lockhart (1996, p.105), in addition, asserts that “learners, too, bring to learning their own beliefs, goals, attitudes, and decisions, which in turn influence how they approach their learning”.

Beliefs of the learners become an influencing factor in their learning. Ellis (2008, 699) states “their beliefs influence both the process and product of learning”. Breen (2001) also asserts that the beliefs that students bring with them to the learning situation have been recognized as a significant contributory factor

in the learning process and ultimate success. Beliefs are defined as psychologically held understandings, premises or propositions about the world that are held to be true (Richardson, 1996). Beliefs about language learning consist of “general assumptions that students hold about themselves as learners, about factors influencing language learning and about the nature of language teaching” (Victori & Lockhart, 1995, p.224).

Studies on learner’s beliefs have been conducted throughout the world since it was first done by Horwitz (1985; 1987; 1988). To justify the current study on learners’ beliefs, three studies on learners’ beliefs about language learning and speaking are reviewed. The three studies were all conducted in 2011; those are Atas (2011) in Turkish context, Vien (2011) in Vietnamese context, and Nazara (2011) in Indonesian context.

The research conducted by Atas (2011) on Turkish EFL learners aimed primarily at identifying Turkish learners’ beliefs about compulsory second foreign language courses in French, Italian and German at an English-medium university in Turkey. Also, it tried to figure out the reasons why students chose a particular second foreign language course. The beliefs the students hold in each semester was also investigated. This research reported that the students had different beliefs about second foreign languages and that their beliefs were stable over time.

The influence of students’ beliefs on their speaking performance was conducted by Vien (2011) who investigated 40 Vietnamese students. In her study, she examined students’ beliefs using a modified Horwitz’s BALLI questionnaire (1988). This research focuses on answering two research questions. The first

question emphasizes to find students' beliefs on their speaking skill. The second question concerns on examining whether those speaking beliefs can be linked to their speaking performance. This research has shown that the students under the study had different beliefs. Most participants believed that speaking was a difficult task; meanwhile, more average students believed that grammar rules were important and that learning a foreign language was a matter of translating from the foreign language into the mother tongue.

Research investigating students' beliefs and their speaking performance was also done in Indonesian context. Nazara (2011) who conducted a study focusing on speaking in December 2010 investigated the perceptions of the students of the English Teaching Study Program of FKIP-UKI Jakarta on their English speaking skill development. The respondents of this research are as many as 40 students who were selected randomly. The findings of this research reported that all respondents believed that speaking is important and they were eager to master it. They also insisted to have longer time to practice their speaking skill. Though they were encouraged to learn speaking, some of them were found to be reluctant in speaking due to lecturers' scolding and classmates' laughing. Therefore, a friendlier and more conducive learning atmosphere should be created in the classroom.

Based on the review of the studies above, it can be concluded that studies on learners' beliefs are interesting and needed to be conducted as it might affect learning process and outcomes. Besides learners' beliefs, research on speaking should also be explored more as in Indonesia, students still find it difficult to

master speaking. However, though learners' beliefs and speaking are crucial to investigate, only few studies have been conducted in Indonesia to link these two variables resulting in inadequate information and contribution in speaking learning. Therefore, a study on learners' beliefs and speaking is relevant and important to be conducted in Indonesia.

## **B. Research Problems**

The current study tries to answer two basic questions:

1. What are the beliefs of Non-English department students in learning speaking?
2. How do the students manifest their beliefs about learning speaking through speaking practice?

## **C. Research Objective**

This research aims at finding out and describing the beliefs that non-English department students hold in learning speaking. There are five aspects of learning speaking which will be studied, those are aptitude in learning speaking, difficulties in learning speaking, nature of learning speaking, learning and communication strategies in learning speaking, and motivation in learning speaking. Besides the beliefs that learners hold in learning speaking, the manifestation of their beliefs reflected during their speaking practices is also described and analyzed. The manifestation of beliefs in learning speaking will be observed based on two aspects: difficulties in speaking and employment of communication strategies in speaking.

#### **D. Research Benefits**

Beliefs in learning have been reported influential in learning. However, some studies on beliefs which focus on investigating the beliefs a learner holds in learning speaking and how they are manifested in speaking practices have not been widely explored, particularly in Indonesia as an EFL country. Knowing the beliefs in learning speaking and belief manifestation in speaking would scientifically and practically benefit for English learning, particularly speaking.

Scientifically, this research might contribute to give additional references on beliefs in learning speaking in Indonesian context. It might give a deeper understanding on what beliefs that a learner hold in learning speaking are. Besides, as beliefs influence how learners act and think towards learning speaking, manifestation of the beliefs that learners hold can be observed during their speaking activities.

Practically, the research gives advantages to both teachers and students in understanding beliefs in learning speaking. Teachers can give particular attention to students' beliefs, so they can adjust their teaching to achieve learning goals as the beliefs students hold might support or hamper their learning. Students, in addition, can make use of their beliefs which support their learning and enhance their speaking performance and they can also change the beliefs which hamper their speaking.



## **CHAPTER II**

### **THEORETICAL REVIEW AND CONCEPTUAL FRAMEWORK**

This chapter reviews some theories which support the current study about beliefs in learning speaking. They will be used to build up the construct of the study which finally leads to the conceptual framework of this study.

#### **A. THEORETICAL REVIEW**

Theoretical review covers the theories related to this study. The first theory which is elaborated is learner's beliefs consisting of definition of beliefs, the importance of studying learner's beliefs, approaches to investigate learner's beliefs, assessment of beliefs about language learning, and BALLI's five areas of beliefs about language learning. The second theory which will be reviewed is communicative competence. The third reviewed theory is learning speaking. It focuses on clarifying the concepts of speaking in relation to BALLI's five areas of beliefs about language learning; those are aptitude of learning speaking, difficulties in learning speaking, nature of learning speaking, learning and communication strategies of learning speaking, and motivation and expectation in learning speaking. The last reviewed theory is manifestation of beliefs in speaking.

#### **1. LEARNER'S BELIEFS**

Understanding what learner's beliefs are can start by defining what beliefs are. Besides the definition of beliefs, some other factors of beliefs, such as the importance of studying learner's beliefs, approaches to studying learner's beliefs,

assessment of learner's beliefs, and BALLI's five areas of beliefs about language learning are also reviewed.

**a. Definition of Beliefs about Language Learning**

What are beliefs about language learning? This term is not easily defined as some previous studies on beliefs about language learning do not provide any specific definition on that term. Horwitz (1985, 1987, 1988), the pioneer researcher studying beliefs about language learning, did not provide working definition on beliefs about language learning. She started defining beliefs about language learning by defining the term beliefs as 'preconception' (1985), 'preconceived ideas' (1987), and 'preconceived notions' (1988). She also defined beliefs as 'opinion' as cited in her work "The Beliefs about Language Learning Inventory (BALLI) was developed to assess student *opinions* [italic] on a variety of issues and controversies related to language learning" (Horwitz, 1987, p. 120 in Vibulphol, 2004).

Another researcher on beliefs about language learning, Pajares (1992) did not define the term beliefs about language learning clearly. He claims that "defining beliefs is at best a game of player's choice" (Pajares, 1992). He defines beliefs as:

attitude, values, judgments, axioms, opinions, ideology, perceptions, conceptions, conceptual systems, preconceptions, dispositions, implicit theories, explicit theories, personal theories, internal mental processes, action strategies, rules of practice, practical principles, perspectives, repertories of understanding, and social strategy. (p. 309)

In addition, Li (2004, p.43) summarizes the definition of beliefs used by some researchers studying beliefs about language learning as follows:

- notions about language learning that students have acquired (Kuntz 1996:4);
- an individual's opinions about language learning (Banya and Cheng 1997);
- synonymous with attitudes, representations, opinions or ideologies (Fraser and Gaskell 1990);
- general assumptions that students hold about themselves as learners, about factors influencing language learning and about the nature of language learning and teaching (Victori and Lockhart 1995:224).
- central constructs in every discipline which deals with human behaviour and learning (Sakui & Gaies 1999:474);
- subjective understandings which are relatively stable and idiosyncratic (Gaies 1998 quoted from Asbjornson 1999).

From the definitions of beliefs above, the current study defines beliefs as preconceived ideas which influence the way people behave, think, or act. Therefore, beliefs about language learning can be defined as preconceived ideas that a language learner holds which might influence the way they behave, act, and think towards language learning.

Beliefs in foreign or second language learning are not only the domination of learners or teachers. Both of them have their own beliefs which result from their expectation and experience in learning foreign or second language learning. Freeman (1992) in Richards and Lockhart (1996, p.46) points out that "Teachers' beliefs about learning may be based on the training, their teaching experience, or may go back to their own experience as language learners." Learners, in addition, bring their own beliefs which influence their attitude toward language learning, their motivation, their expectation, as well as their learning strategies.

Each learner holds beliefs which may influence the process and the goals of their learning. Ellis (2008, p.698) points out that "beliefs constitute an

individual difference variable notably different from the other variables we have examined in that they are neither an ability nor a trait-like propensity for language learning”. Over the last decades, research on beliefs about language learning has been conducted in various EFL and ESL contexts (e.g. Horwitz, 1987, 1988; Sakui and Gaies, 1999; Peacock, 2011; Bernat, 2004; and Fujiwara, 2011), which resulted in significant contributions to English learning.

As one of the aspects of beliefs, learner beliefs about foreign language learning have been stressed in both ESL and EFL contexts as beliefs held by language learners are regarded as fundamental and impactful to learner’s learning progress. Therefore, some studies focusing on learner’s beliefs have also been conducted (e.g. Kormos et al, 2008; Bernat, 2006; Dörnyei, 2005; Richards and Lockhart & Lockhart, 1996; Hosenfeld, 2003; Wenden and Rubin, 1987). Wenden (1999, p.435) defines learner’s beliefs as “learner’s acquired knowledge about learning: the nature of learning, the learning process, and humans as learners, including themselves”. Wesely (2012) claims that “learner beliefs have included what learners think about themselves, about the learning situation, and about the target community”.

In achieving the goals and success of foreign language learning, learner’s beliefs affect their consciousness, their attitude towards language learning itself, the strategies they use in learning languages, and the learning situations (Breen, 2001). As an example, students who hold beliefs that learning a foreign language means learning how to use the language they are learning as native speakers do might show better attitude in speaking than those who believe that knowing

vocabularies in a target language is more effective than focusing on how to use it as the native speakers do.

**b. The Importance of Studying Learner's Beliefs about Language Learning**

Akbari and Youran (2013, p.3) claim that “learner's beliefs about own capacity and personal models of their own processes are much more important than universally accepted theories of learning, and some psychometric measures or individual difference factors such intelligence or aptitude”. In addition, Horwitz (1985, p.333) points out that studying learner's beliefs is crucial as they can “interfere with their understanding of and receptivity to the information” while students are learning.

The importance in studying learner's beliefs is also proposed by Buyukyazi (2010). He suggests that beliefs improve learner's awareness and build their attitudes towards language learning. In addition, they also affect learning strategies and approaches taken by language learners as well as attitudes and feelings they have towards language learning (Bernat & Gvozdenko, 2005). Beliefs also form the way language learners concern on the process and products of language learning (Ellis, 2008).

Horwitz (1999) points out that it is fundamental to understand learner's beliefs as it will influence learner's learning strategies. Moreover, beliefs can also influence learner's learning experience and their learning practice. Identification of beliefs can help language learners know themselves which will also help them adapt to language learning (Pajares, 1992).

**c. Approaches to Investigate Learner's Beliefs about Language Learning**

Barcelos (2003) conducted a study on beliefs about SLA. In this study, he classifies his studies into approaches based on the definition of beliefs, methodology, relationship between beliefs and action. The result of this study has proposed three approaches that can be used to investigate learner's beliefs: the normative approach, the metacognitive approach, and the contextual approach.

The first approach to investigate learner's beliefs is the normative approach. As cited from Holliday (1994), the term *normative* refers to "studies on culture, which see students' culture as an explanation for their behaviors in class". Based on this approach, beliefs are defined as "preconceived notions, myths or misconceptions". Investigation of learner's beliefs using the normative approach can be done by using Likert-type questionnaires. Therefore, data are collected mostly through the distribution of questionnaires. The most frequently used questionnaire to investigate learner's beliefs is the Beliefs About Language Learning Inventory (BALLI) developed by Horwitz (1985). Data are, then, analyzed using descriptive statistical method. Some studies used this normative approach to investigate learner's beliefs (Horwitz, 1985, 1987; Campbell et. Al., 1993; Mentley-Bromley, 1995; and Kuntz, 1996).

The second approach to investigate learner's beliefs is the metacognitive approach. In this approach, beliefs are defined as "metacognitive knowledge" as proposed by Wenden (1987, 1988, 1998, 1999, 2001). In addition, beliefs are also seen as "individual, subjective understandings, idiosyncratic truths, which are often value-related and characterized by a commitment not present in knowledge"

(Wenden, 1998, p.517). Investigation of learner's beliefs using this metacognitive approach has data in form of verbal accounts as the data are usually collected through semi-structured interviews and self-reports. Data are, then, analyzed through content analysis. Studies of learner's beliefs using this approach have been conducted by Wenden (1986a, 1987).

The last approach proposed by Barcelos (1003) to investigate learner's beliefs is the contextual approach. Beliefs, in this approach, are seen differently based on context, i.e. "learner's constructions of their experiences" (p.14) and are investigated using a variety of methods that include using ethnographic classroom observations, diaries and narratives, metaphor analysis, and discourse analysis. Moreover, beliefs are also known as a part of learner's experiences and correlated to interaction among humans. Some studies within this contextual approach have used various methodologies, such as ethnographic classroom observation, and case study (Barcelos, 1995, 2000; Allen, 1996), phenomenography (White, 1999), metaphor analysis (Ellis, 2001), diaries (Nunan, 2000; Miller & Ginsberg, 1995), and discourse analysis (Riley, 1994; Kalaja, 1995, 2000).

#### **d. Assessment of Beliefs about Language Learning**

As explained in the previous part, learner's beliefs can be studied using three different approaches. Each approach has different methodologies used to assess the beliefs. They can be assessed using questionnaires (the normative approach), content analysis (the metacognitive approach), and ethnographic



classroom observations, diaries and narratives, metaphor analysis, and discourse analysis (the contextual approach).

Since research on beliefs has been pioneered by Horwitz (1985) who used the BALLI questionnaires, this kind of assessment becomes widely-used by other researchers who conducts studies on similar topic. The BALLI was developed to assess opinions of both teachers and students about language learning. Horwitz (1985) claims that this instrument can be used to describe students' and teachers' views on language learning and can bring them to discussion.

The BALLI was developed in three different versions: a foreign language teacher version (Horwitz, 1985), an ESL version (Horwitz, 1987), and an English-speaking learners of a foreign language version (Horwitz, 1988). In the ESL version, the inventory consists of 34 statements with 5 Likert-scale options, ranging from strongly agree to strongly disagree. It covers five areas of language learning: foreign language aptitude, the difficulty of language learning, the nature of language learning, learning and communication strategies, and motivation.

Since its development, The BALLI inventory has become an influential instrument to investigate beliefs in language learning and has been used by many researchers, either by using it for granted or by modifying it to adjust the context of the studies.

#### **e. BALLI's Five Areas of Beliefs about Language Learning**

This section elaborates five areas of beliefs about foreign language learning: beliefs about foreign language aptitude, beliefs about difficulty of

language learning, beliefs about the nature of language learning, beliefs about learning and communication strategies, and beliefs about motivation and expectation. Some studies on each area of beliefs about language learning will also be reviewed.

### ***1) Beliefs about Foreign Language Aptitude***

Aptitude in foreign language learning deals with learner's success possibility in learning foreign language. Also, it deals with age, gender, and first language background which may influence foreign language learning (Richards and Lockhart, 1996).

Some studies have investigated the correlation between beliefs and a special ability that learners have in foreign language learning, one of which is Horwitz, the pioneer researchers on beliefs about foreign language learning. In her three studies conducted in 1985, 1987, and 1988, she revealed that students who believe that they do not have adequate bases of language may hesitate about their ability as language learners.

Another researcher, Mori (1999), who researched Japanese students, has revealed that language learners who believe on the existence of language learning aptitude possibly have problem in their learning. They will tend to neglect the language learning itself as they believe that they do not a special ability that a foreign language learner may possess if they want to be successful in learning a foreign language.

Mori's findings were also supported by Horwitz' findings in her study conducted in 1989. In this study, she made two statements on language aptitude:

"I have foreign language aptitude" and "Everyone can learn to speak a foreign language". She found that language learners who believed on the existence of foreign language aptitude tended to be more anxious than those who did not.

### **2) *Beliefs about the Difficulty of Language Learning***

Richards and Lockhart (1996, p.69) formulate some questions regarding difficulty of language learning as "Are all languages equally difficult? How long does it take to learn a foreign language? Are reading and writing easier than speaking and listening?". Some studies have investigated the beliefs about the difficulty of language learning that foreign language learners hold.

Beliefs about the difficulty of language learning were related to language achievement and anxiety (Mori, 1999; Horwitz, 1989). They also determined and influenced the success of language learning. Learners who believed that learning a foreign language is easy tended to be able to get rid of anxiety. On the other hand, those who are anxious may be reluctant in practicing language tasks which result in their language learning improvement.

### **3) *Beliefs about the Nature of Language Learning***

The nature of language learning deals with the similarities/difference between language learning and other types of learning, the importance of the learning of grammatical rules, and the importance of the learning of vocabulary (Richards and Lockhart, 1996).

Horwitz (1987) points out that language learners who hold beliefs about the importance of grammar and vocabulary in language learning tend to have problem in their language learning process. It is due to their tendency to merely

focus on memorizing some lists of vocabularies and rules of grammar instead of practicing the language itself. This finding was also supported by Peacock (1999) who found that learners who hold such beliefs were found to be less proficient in English.

#### **4) *Beliefs about Learning and Communication Strategies***

The fourth area of BALLI is the beliefs about learning and communication strategies. Richards and Lockhart (1996, p.69) proposes some questions to assess beliefs about learning and communication strategies like "How important is the role of error? Is it all right to guess?". Other studies investigated the beliefs of learning and communication strategies focusing on pronunciation and self confidence as explained in the following paragraphs.

Beliefs about correct pronunciation have been investigated by Horwitz (1987). She reported that language learners who hold beliefs about correct pronunciation did not take easily the concept of communicative approach. In her further study conducted in 1989, she revealed that learners who hold these beliefs possibly undergo anxiety.

Vibulphol (1992, p.46) claims that beliefs about learning and communication strategies may affect learner's success in second or foreign language learning by "misleading the learner's expectations on their own language learning, inhibiting their attempts, raising their anxiety, limiting their perceptions about new approaches to language learning, and reducing their use of the target language".

##### **5) *Beliefs about Motivation and Expectation***

Studies on motivation and how it affects language learning have been conducted for years. Those studies tried to find out whether language learners with high learning motivation have better achievement in language learning than those who have low learning motivation. One of the studies on motivation was conducted by Olah (2006). He compared university and high school students in Japan regarding their learning motivation. This study revealed that particular kinds of motivation affected learner's language proficiency.

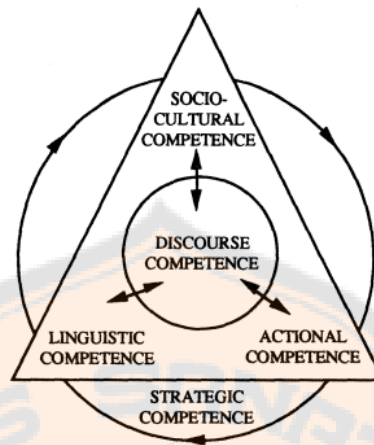
A similar study was also conducted by Al-Tamimi and Shuib (2009) who investigated motivation of non-English major students towards English learning. They focused their study on three constructs of motivation: instrumental motivation, integrative motivation, and personal motivation. Data of this study were gathered by using questionnaire and interview given to 81 university students in Yemen. The findings have shown that instrumental and personal motivation affected were regarded important in English learning while integrative motivation was less impactful to their learning motivation.

A study on motivation in language learners addressed to adult learners was also done by Igoudin (2008) in ESL context. It aimed at investigating the motivational process of 10 adult English learners who were immigrants. This study reported that integrative motivation became the most influential factor affecting their English learning followed by instrumental one. Students' social factor, as immigrants, also became main factor in building their learning motivation.

## 2. COMMUNICATIVE COMPETENCE

The model of communicative competence was firstly proposed by Canale & Swain (1980) which includes four components of communicative competence. The first competence is grammatical competence. It deals with learners' knowledge of the language aspects, such as vocabulary, grammar, pronunciation, etc. The second competence is sociolinguistics competence. Learners must understand the use of sociocultural code on how a language is used, for instance politeness, register, etc. The third communicative competence is discourse competence. Language learners must own the ability to arrange various sentence structures into different kinds of texts. The last communicative competence is strategic competence. It deals with the knowledge of verbal and non-verbal stratgic used in overcoming difficulties in communication.

Communicative competence is the ability that a language learner has to use a language correctly and properly for the sake of achieving communication goals. Celce-Murcia, Dornyei, & Thurrel (1995) proposes a model of communication competence in form of “a pyramid enclosing a circle and surrounded by another circle” (p.9). The following figure is the proposed model of communicative competence:



**Figure 2.1. Schematic Representation of Communicative Competence**  
(Celce-Murcia, Dornyei, & Thurrell, 1995, p.10)

a. Discourse Competence

This competence deals with the arrangement of words, structures, sentences and utterances used in oral or written text. Many specific areas are covered in this competence: cohesion, deixis, coherence, generic structures, and the conversational structure.

b. Linguistic Competence

Linguistic competence is the mostly-discussed competence. It discusses the fundamental communication elements: the sentence patterns and types, the constituent structure, the morphological inflections, the lexical resources, and the phonological and orthographic systems required in spoken and written communication.

c. Actional Competence

Actional competence is the competence a nonnative speaker has in using knowledge of a learnt language.



d. Socio-cultural Competence

Socio-cultural competence is a competence which refers to the ability of a speaker in expressing conversational messages properly based on social and cultural communication context. It is also closely-related to pragmatic aspect of communication.

e. Strategic Competence

Strategic competence deals with the knowledge possessed by a speaker on communication strategies and their employment in communication.

Besides Celce-Murcia, Dornyei, & Thurrell (1995), Hedge (2000) also categorizes components of communicative competences which should be understood and mastered by learners of spoken languages. Those four competences are linguistic competence, pragmatic competence, discourse competence, and strategic competence.

The first competence is linguistic competence. It deals with knowledge of the language as well as its form and meaning. It covers knowledge of spelling, pronunciation, vocabularies, word formation, grammatical structures, sentence structure, and linguistic semantics. This competence is a crucial part of communicative competence as claimed by Faerch, Haastrup, and Phillipson (1984, p.168) in Hedge (2000, p.47) that “It is impossible to conceive of a person being communicatively competent without being linguistically competent”. As an example, a language learner who can distinguish the use of *look* and *looks* is regarded as linguistically competent. In other words, he has linguistic competence.

The second component of competence is pragmatic competence. It is also called illocutionary competence. This competence is commonly regarded to address two types of ability. A language learner who has pragmatic competence should know how to use language so that particular communicative goals can be achieved. As an example, when a guest said “I am hungry”, it may have several meanings, such as solely showing feelings, asking for food to eat, inviting to have a meal together, and many more. Having this kind of competence is important to avoid misunderstanding between speakers and interlocutors in speaking.

The third component of competence is discourse competence. Some aspects of language are needed in having discourse competence. Language learners should be familiar with cohesive devices like pronouns so that they will not be confused in speaking to interlocutors who frequently use cohesive devices. Moreover, they should also know how to perform the turns in an oral communication, how to maintain the conversation, and how to develop a topic of conversation.

The last component of communicative competence is strategic competence. Canale and Swain (1980, p.25) define strategic competence as an ability “to cope in an authentic communicative situation and how to keep the communicative channel open”. Strategic competence will occur when a speaker finds it difficult to express what they want to say due to lacks of resources. As a result, he will use communication strategies by changing what they intend to say or saying it in different ways. Strategic competence is divided into two strategies: achievement strategies and reduction strategies. Achievement strategies are used

when a speaker compensates words he does not know to ones he knows with similar meaning. Reduction strategies, on the other hand, are used when a speaker avoids uncertain words instead of compensating it with other words.

In this research, I used the theory on communciative competence proposed by Celce-Murcia, Dornyei, & Thurrell (1995) as a guidance in developing the concept of learning speaking.

### **3. LEARNING SPEAKING**

The further theory reviewed in this part is learning speaking which is divided into nine (9) parts: features of spoken discourse, functions of speaking, what language learners need to know, aptitude in learning speaking, difficulty in learning speaking, nature of learning speaking, learning and communication strategies in learning speaking, motivation in learning speaking, and learning speaking for college students.

#### **a. Features of Spoken Language**

Speaking and writing are both productive skills. However, some features of each skill can easily distinguish the two skills. Bengoa (2008) identifies some features of spoken language as follows:

1. Spoken language is “time-bound and dynamic” in that both speakers and hearers exist during spoken interaction.
2. The use of more complex structures of language and fast speak of speaking make it hard to get involved into the spoken interaction which commonly leads to the use of repetition, fillers, or hesitation.

3. Chunks, which commonly in form of informal words, appear to alter sentences.
4. The interaction of the participants is done face-to-face so each of them can give feedback to maintain the interaction.
5. Speech lexicon is chosen based on the speaking situation and some expressions like *that one, in here, right now* are frequently used.
6. Greater use of shared knowledge appears in spoken language rather than in written language.
7. Spoken language is at best for social functions where casual and unplanned discourse are required.
8. Though spoken language is used in real-time, there will always be an opportunity to rethink what will be said during the speaking process. However, once it is spoken, error cannot be corrected.
9. Negotiation of meaning is a typical part of any conversation.
10. Interruption and overlapping is normal and common in spoken language.
11. Speech acts and formulaic expression are used in spoken language and commonly ungrammatical.
12. Interlocutors give and receive immediate feedback.
13. Spoken interaction is commonly routines; therefore, the expression is commonly predictable, e.g. people might say *Give me a cake* in a bakery.

Hughes (2002) points out that spoken discourse is dynamic, oral, and unplanned. It is also context dependant. She also claimed “Most important, and generally least considered in a linguistic science dominated by texts and

recordings of texts, is the fact that the spoken form of any language is fundamentally transient” (p.12). Once a word in spoken language is produced, it can never be reduplicated.

#### **b. Functions of Speaking**

Being proficient in a learnt language is a fundamental goal of learning a foreign language. Most of language learners learn a foreign language to be able to use the language orally. Richards and Renandya (2002, p. 201) asserts that "A large percentage of the world's language learners study English in order to develop proficiency in speaking". Based on its function, speaking is defined as a way to verbally communicate for mostly interpersonal and somewhat transactional purposes (Nunan, 1999, p. 228).

Serving as transactional function, speaking has its main purpose which is “to convey information and facilitate the exchange of goods and services” (Thornbury, 2005, p.13). Speaking as transaction can be divided into two different types which are speaking for information exchange and speaking for giving information (Richards, 2008).

Those two types of transaction are possibly and frequently used in daily communication. An example in which speaking is focused on what is said or done is speaking used between a teacher and students. In this situation, the teacher will give explanation to students in order that the students understand the lesson explained by the teacher. The example of transactions which focus on giving and receiving information, goods, and services is reserving a hotel or ordering food in a restaurant. In general, some skills involved in speaking for transactional

functions are such as explaining a need or intention, describing something, asking questioning, asking for clarification, confirming information, justifying an opinion, making suggesting, clarifying understanding, making comparison, and agreeing and disagreeing.

Speaking as interpersonal function has its purpose “to establish and maintain social relations” (Thornbury, 2005, p.13). It is usually called speaking as conversation. In everyday life, people will meet each other, engage in a small talk or conversation, exchange experience, and other activities which lead to interaction to other. Unlike speaking as transactions which focuses on what is said or done, speaking as interpersonal function, or interaction, focuses more on the speakers and how they will show themselves through oral communication. In this function, speaking can be either formal or informal depending on the situation, and the participants. As pointed out by Richards (2008), some skills, such as opening and closing conversations, choosing topics, making small talk, joking, recounting personal incidents and experiences, turn-taking, interrupting, reacting to others, and using an appropriate style of speaking, need to be understood in using speaking as interaction.

In addition to Nunan’s ideas of functions of speaking which are for transactions and interactions, Richards (2008) proposes the third function of speaking or talk, which also functions as performance. Speaking as performance refers to “public talk, that is, talk which transmits information before an audience such as morning talks, public announcements, and speeches” (Richards, 2008, p.23). Speaking as performance is more on monolog form rather than dialog form

and is closer to written language than conversational language. Some skills, such as presenting information in an appropriate sequence, maintaining audience engagement, using correct pronunciation and grammar, creating an effect on the audience, and using appropriate opening and closing, need to be mastered in using speaking as performance.

**c. What Language Learners Need to Know**

To be able to speak a foreign language, a foreign language learner must have some basic knowledge of the language itself. They must understand the language sound system, have adequate vocabularies, and have ability to arrange words without unnatural hesitation. Also, they must be able to convey meaning delivered by the interlocutor as well as be able to give appropriate responds to maintain conversation and achieve the communication goals. At last, a language learner must also have "ability to plan, process and produce" the language as in speaking the allocated time is quite limited (Luoma, 2004, p.ix).

In addition to Luoma's opinion on some knowledge that should be owned by English learners to be able to speak, Thornbury (2005) also proposes that English learners must have some knowledge bases which can be categorized into two: extralinguistic knowledge which covers topic and cultural knowledge, context knowledge, and familiarity with other speakers, and linguistic knowledge which includes genre knowledge, discourse knowledge, pragmatic knowledge, grammar, vocabulary, and phonology.

**d. Areas of Beliefs in Learning Speaking**

Beliefs in learning speaking are categorized into five areas: aptitude in learning speaking, difficulties in learning speaking, nature of learning speaking, learning and communication strategies, and motivation and expectation in learning speaking.

*1) Aptitude of Learning Speaking*

Since 1950s, aptitude, though it is debatable, has been used as one of the determinant factors whether or not a language learner will achieve success in learning a foreign language. Ellis (2008, p.652) defines aptitude as “a special ability for learning an L2”. One of the common beliefs on aptitude about language learning is “Some students are better at learning languages than others” (Harmer, 2007, p.85). Tests on aptitude about language learning are still questionable as they do not really explain to what abilities constitute aptitudes. Nevertheless, Richards and Lockhart (1996) focus on age, gender, and L1 language background to constitute aptitude in language learning.

A belief in language learning regarding age is that young learners have greater possibilities to succeed in learning a foreign language. They can learn faster than adult learners and more effectively than learners of other age groups (Harmer, 2007). Though it is believed that young learners are better in learning language, it does not mean that adult learners cannot achieve success as young learners do. Still, they “can reach high levels of proficiency in their second language” (Lightbown and Spada, 2006, p.73 cited in Harmer, 2007, p.82). This belief is also attached to speaking. Young learners who have more exposure to



speaking will learn English with ease as they imitate what they hear from older speakers (Harmer, 2007).

Besides age, aptitude is sometimes associated with gender. Gender is “a complex system of social relations and discursive practices differentially constructed in local context” (Norton and Pavlenko, 2004a as cited in Ellis, 2008, p.313). In relations to gender, women are believed to have greater opportunity to succeed in learning a foreign language as they have more positive attitudes to language learning than males. In terms of speaking, women show better standard of speech in contrast to men and more open to new input in the language they are learning (Ellis, 2008).

## 2) *Difficulty of Learning Speaking*

Though speaking sometimes becomes a determinant factor whether or not English learners have achieved mastery in English, some learners sometimes find it difficult to learn speaking, particularly in achieving speaking fluency. Gan (2012) conducted a study to 20 students of English Department in Hong Kong to find out problems they faced in learning speaking. Based on this study, he found out that students found problems in learning speaking due to inadequate vocabulary, grammar as a stumbling block, pronunciation, inadequate opportunities to practice speaking, unfocused language improvement, input-poor environment outside class.

### 3) *Nature of Learning Speaking*

Learning speaking is different from learning other skills, like writing. Some researchers revealed differences between speaking and writing. Luoma (2004) stated that the main difference between speaking and writing is in the sentence structures produced while speaking and writing. In speaking, a speaker tries to deliver meaning by focusing on the units of ideas which are usually in form of short phrases rather than in form of complete structures of sentences. It happens as speaking is done in real time which requires immediate responds. In addition, speaking is different from writing in that spoken words "can never be reduplicated" once they are spoken (Hughes, 2002, p.12).

Pronunciation plays a crucial role in speaking. While hearing someone speak, people will take account into their pronunciation. It will, then, lead to personal judgment. Luoma (2004, p.9) claims "On the basis of what they hear, they make some tentative and possibly subconscious judgments about the speaker's personality, attitudes, home region and native/non-native speaker status". The initial judgment of the pronunciation basically depends on whether the speaker can pronounce words as native speakers do. Luoma asserted that pronunciation can refer to the individual sounds, pitch, speed, volume, pausing, stress, and intonation.

Besides pronunciation, grammar is also a part of language which should be taken into account in learning speaking. Grammar commonly becomes one of the tools to measure learning progress that language learners have achieved. The progress can be seen from their improvement in using structures: from simple

ones to complex ones, and the less error they make. Spoken grammar “is handy for judging proficiency because it is easy to detect” and is “well-known and available for use as performance standards” (Luoma, 2004, p.12). Spoken grammar in planned speech is different from that in unplanned speech in that in planned speech, the grammar should be more accurate than that in unplanned speech which can be either formal or informal.

Learning speaking includes acquiring vocabularies of the target languages so language learners can express their ideas with appropriate vocabulary use. Luoma (2004, p.16) points out that “Many rating scales for speaking include descriptions of vocabulary use, and at the highest levels these often talk about being able to express oneself precisely and providing evidence of the richness of one’s lexicon”. The natural use of simple and ordinary words can be a “marker of highly advanced speakers”. Vocabularies in speaking can also be in form of generic words. Though they are not precise, they are comprehensible as they come from things found in daily life.

#### *4) Learning and Communication Strategies of Learning Speaking*

Learners usually use or create some techniques in learning a foreign language. This technique is commonly called learning strategies. Ellis (2008, p.703) defines learning strategies as "behaviors or actions which learners use to make language learning more successful, self-directed and enjoyable". Three kinds of learning strategies were proposed by Oxford (1990) in learning speaking. The first kind is memory strategies in which learners classify materials into

meaningful units. The second strategy is cognitive strategies. Learners who apply this strategy may focus on practicing the language they are learning. The last kind of strategy is compensation strategy which enables language learners to switch to their mother tongue for unknown words in target languages.

To deal with communication problems appearing during interaction, language learners must know communication strategies to avoid communication breakdown. Communication strategies are defined as "a systematic technique employed by a speaker to express his or her meaning when faced with some difficulty" (Corder, 1981, in Dornyei, 1995, p. 56). Thornbury (2005) proposed eight (8) kinds of communication strategies:

1. Circumlocution: the strategy used by learners by describing things they do not know the words in target languages, e.g. *I get a red in my head* to refer to *shy*.
2. Word Coinage: a learner creates words in the target language based on his knowledge of morphological rules, e.g. *vegetarianist* for *vegetarian* (*vegetarianist* is not stated in dictionary).
3. Word Foreignizing: learners use their first language words by adjusting it to target language phonologically, e.g. turning Indonesian word *modal* (meaning capital) into the English sounding *modal* /'modəl/ which in fact has different meaning.
4. Approximation: the strategy in which a learner uses an alternative, related word, e.g. *work table* for *workbench*.

5. Use of all-purpose words: this strategy is used when learners try to fill out lacking words by the use of *thing, stuff, make, do, what-do-you-call-it, or what-is-it*.
6. Code-switching: learners use this strategy when they use the L1 words or expression.
7. Paralinguistics: the use of mime, gestures, facial expression, or sound imitation to convey the intended meaning.
8. Appealing for help: when confused during speaking due to lacks of vocabulary, foreign language learners can use this strategy by asking for help to other students or teachers, e.g. by saying *how do you say?*

#### 5) *Motivation in Learning Speaking*

Some studies have been conducted to find out the correlation between motivation and language learning. However, Dörnyei, (1998:117) believes "Although 'motivation' is a term frequently used in both educational and research contexts, it is rather surprising how little agreement there is in the literature with regard to the exact meaning of the concept". Motivation itself is defined as "the intensity of one's impetus to learn" (Brown, 2001, p.75). It is classified into three categories: integrative motivation, instrumental motivation, and intrinsic/internal motivation (Winke, 2005, p.3).

The first category of motivation in language learning is integrative motivation. Language learners who base their learning in this kind of motivation learn foreign languages for the sake of social or cultural goals. This motivation

also integrates or connects foreign language learners with target language speakers. The examples of integrative motivation are:

- “To learn how to read and write fluently, so I can better communicate with family and friends when I travel to Jordan.”
- “I am very interested in the history and current events of the Arabic-speaking world, and I would like to be able to read and listen to Arabic-language media and participate in discussions with Arabic speakers.”

(Winke, 2005, p.3)

The second category of motivation in second or foreign language learning is instrumental motivation. It is also known as external or extrinsic motivation. Instrumental motivation leads to impetus to learn a second or foreign language learning in order to obtain a practical goal, for example to pursue better career or to achieve academic goals (Brown, 2001, p.75). Some examples of instrumental motivation are as follows:

- “I am a possible Comparative Literature major and am interested in reading classical and modern Arabic literature.”
- “To communicate with my in-laws.”
- “To learn a new language that is currently in demand by many professional employment markets in the United States.”

(Winke, 2005, p.3)

The last category of motivation is intrinsic or internal motivation. Second or foreign language learning driven by intrinsic or internal motivation is done to fulfill personal reasons related to learning tasks, for example someone is learning English for pleasure or as it challenges him. It can also be caused by intention to understand the culture of the target language.

**e. Learning Speaking for University Students**

As regulated in National Standard of Education No. 19/2005 article 9 paragraph (2), the tertiary level of education should include English as the core subject taught in university or college. It makes sense as nowadays graduates should be able to compete in a globalization era in which mastering foreign languages becomes additional strengths and a must. In learning English, students should master four macro skills of English: Speaking, listening, reading, and writing. Of the four skills, speaking becomes an integral part in achieving success in communication. Morreale et.al. (1998) claims that learning speaking will facilitate English learners to succeed in the future and in getting occupations.

Learning speaking is important for college students. Morreale et.al. (1998) presents findings of studies conducted by NSA. She claimed that there are some speaking competencies that are believed to be critical to attain by college graduates. The speaking competences which should be possessed by college graduates are: 1) basic communication skills, 2) message development and organization, 3) context and situation analysis, 4) message support, 5) message type, 6) interpersonal and group communication, 7) information exchange, 8) conversation management, 9) communication codes, and 10) oral message evaluation. It can be concluded that in learning speaking is crucial for college students and they should have those competencies.

**f. Review of Related Studies**

Since the research conducted by Horwitz as the pioneer of researchers having interests in beliefs, there have been various studies conducted to assess

learners beliefs until now. Two examples of studies on learner's beliefs is those done by Alsamaani (2012) and Buyukyazi (2010). Alsaamani (2012) modifies Horwitz's BALLI to assess the beliefs of 250 students of Qassim University. This research has shown that university students of Saudi Arabia have positive and realistic beliefs about foreign language learning regarding the nature of language learning, communication strategies, and motivation and expectations about learning English as a foreign language.

Besides Alsaamani (2012), Buyukyazi (2010) also conducted research to assess the beliefs of university students and their teachers in *Celal Bayar* University about language learning. This study aims at exploring the beliefs of students and teachers about EFL learning determining whether the beliefs of the learners and the teachers changed. To obtain the data, Buyukyazi modified Horwitz's BALLI without changing the five subheadings proposed by Horwitz (1988). The findings have shown that EFL learners have similar as well as different concepts of beliefs compared to their teachers'.

Beliefs in speaking skill have also been investigated by many researchers, one of whom is Nazara (2011). Nazara's study investigated students' beliefs about speaking English and how they react to speaking tasks in English. This study involved 31 students who were given questionnaires, interviewed, and observed. Nazara found that the learners in this study had positive views toward learning to speak English. They enjoyed learning speaking and reacted positively to speaking tasks. The learners found it difficult to learn pronunciation and vocabularies. The



three reviewed studies investigated beliefs in language learning (Buyukyazi, 2010; Alsamaani, 2012) and beliefs in speaking (Nazara, 2011).

The current study focuses on findings out the beliefs held by university students in learning speaking. It will also explore the manifestation of the beliefs in real speaking practice; therefore, the beliefs and the manifestation in learning speaking can be compared.

#### **4. Manifestation of Beliefs in Speaking**

Beliefs a student holds in learning can be manifested into an action he does as the learning process. Manifestation, according to Oxford Dictionary Online (2015, def.1) is “an event, action, or object that clearly shows or embodies something abstract or theoretical”. Merriam-Webster Online (2015, Def.1) also defines manifestaton as “one of the forms that something has when it appears or occurs”. Lastly, manifestation is defined as “an event, action or thing that is a sign that something exists or is happening; the act of appearing as a sign that something exists or is happening” (Oxford Learner’s Dictionary Online, 2015, Def.1). From those definition, it can be summed up that manifestation is an event, action, or object which shows something exists or happening.

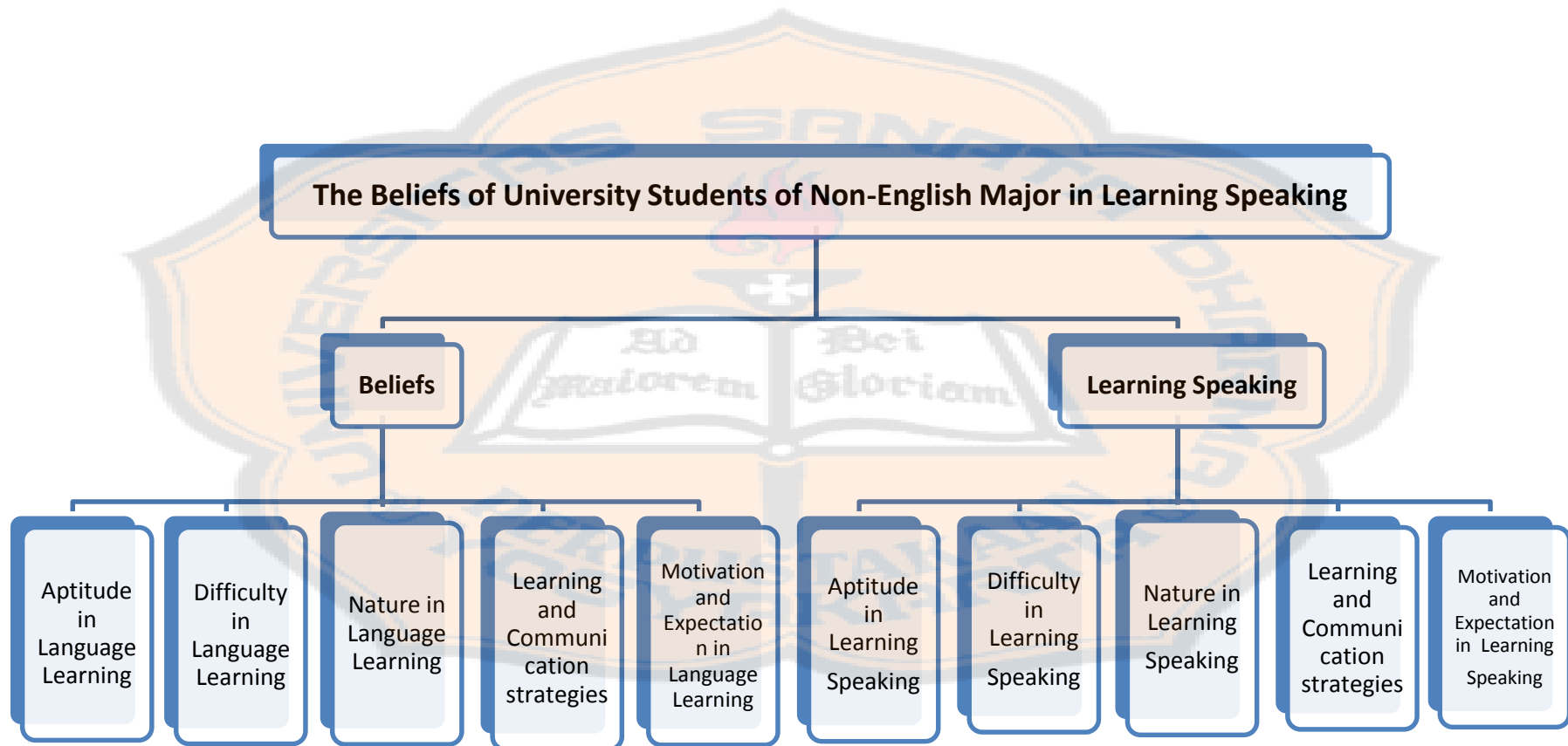
Students who are learning speaking might hold beliefs about learning speaking which may affect their learning process. Though those beliefs are tacid, the existence of the beliefs students hold can be seen through the way they act, the way they think and the way they respond to tasks in speaking practice. From the definition of manifestation, manifestation of beliefs in learning speaking can be defined as an action which shows the existing beliefs that students hold in speaking.

## **B. CONCEPTUAL FRAMEWORK**

The conceptual framework of this study is designed based on the review of theories related to beliefs in speaking which has been elaborated in the previous part. The research framework will help the researchers conduct the study and answer the research problems. It will also be beneficial for the researcher to design the instruments of this research: questionnaire, interview guidelines, and observation guidelines.

The framework consists of five ideas based on the title of this research which is the beliefs of university students of non-English major in learning speaking. The five ideas are beliefs about aptitude in learning speaking, beliefs about difficulties in learning speaking, beliefs about the nature of learning speaking, beliefs about learning and communication strategies in learning speaking, and beliefs about motivation and expectations in learning speaking. Those five ideas are formulated based on five areas of beliefs about language learning stated in BALLI.

Figure 2.2. Conceptual Framework



## **CHAPTER III**

### **RESEARCH METHODOLOGY**

This chapter elaborates the methodology of the research. First, the researcher explains the research design of the current research. Next, information on the nature of the data is elaborated. Research setting and participants of this research consisting of population and sample are also discussed. Then, the techniques of collecting data and how they are analyzed are also covered. Lastly, triangulation is discussed to maintain trustworthiness of the research.

#### **A. Research Design**

As stated in the formulation of the problem, this research focuses on the beliefs held by students in learning speaking and how those beliefs are manifested in speaking practice. To answer those research problems, this research used mixed-method research as it needs to obtain both qualitative and quantitative data. According to Creswell (2012, p.532), a mixed method research design is "a procedure for collecting, analyzing, and 'mixing' both quantitative and qualitative methods in a single study or a series of studies to understand a research problem". Therefore, by using this method, a better understanding of the phenomenon can be achieved than if it is done using a single method, either qualitative only or quantitative only.

Mixed method research is an appropriate method if a researcher wants to build the strength of both qualitative and quantitative data. Quantitative data which are usually in form of numbers provide data that can be statistically analyzed. The

analysis can provide important information gathered from a large number of participants. Qualitative data, on the other hand, offer different views and a comprehensive picture of a situation on a particular topic. Mixed method research is also selected if a single type of research (qualitative or quantitative) is not adequate to answer the research questions as the data need to be more elaborated or explained. (Creswell, 2012)

### **B. Nature of Data**

By conducting research, data are collected to help researchers answer the research questions. Bluman (2012, p.3) defines data as “the values (measurements or observations) that the variables can assume. Data can also be defined as the result of an observation”. Data can be divided into two: quantitative and qualitative data. Quantitative data are in form of numbers while qualitative data are in form of texts. In this research, I used both the quantitative data and the qualitative data.

### **C. Research Settings**

This research was conducted in *Pusat Pelatihan Bahasa* (Language Training Center) *Universitas Muhammadiyah Yogyakarta* or PPB UMY. It was conducted in February 2014. As I needed to gather data using questionnaires, interviews and observation, it took several periods of time to do the research. The subject of the research is Non-English Department students of the second semester academic year 2013/2014.

#### **D. Research Population and Sample**

Data in a study or research are taken from sample of research which represent population. Creswell (2012, p.142) defines a population as "a group of individuals who have the same characteristics". A population of research can be in form of small groups or large ones depending on the needs of the study. Quantitative research usually uses 'a target population' or 'the sampling frame'. It can be defined as a group of people or a group of organization which have some particular characteristics which can be identified and studied. However, due to financial constraint and time limitation, I used accessible population in this research. Mack (n.d) claims that accessible population is "the group that a researcher actually can measure". In this current study, the accessible population is the second semester students of academic year 2013/2014 who took Non-English Department.

From the accessible population, a sample will be taken. Creswell (2012, p.142) asserts that "a sample is a subgroup of the target population that the researcher plans to study for generalizing about the target population". Therefore, a sample represents the whole population in the research. The sample of this research is students of the second semester from Law Department as many as 33 participants. They were chosen as the sample of the research using convenience sampling technique. Convenience sampling technique is a technique used to take sample based on respondents' willingness to be studied. Though it cannot be said that a sample taken using this technique represents a population, it can give information which will be useful to answer research questions (Creswell, 2012).

To know their responses in speaking practices, a sample to be observed was taken. The sample for the observation was nine students of Law Department. It was chosen as it consists of students with mixed ability in speaking. They also showed different responses in dealing with speaking tasks. Therefore, this class can be an ideal class to be observed to answer the second research question which is about the manifestation of students' beliefs in learning speaking.

Of the 33 participants who were asked to respond to the questionnaire, one of them was chosen as the participant in the interview. The interview was done to gather information about the participant's beliefs in learning speaking and how she responded to speaking tasks. The participant of the interview was chosen as she owned typical traits or characteristics as the others' (Creswell, 2012, p.206). She was also eager to learn speaking and actively participated in speaking class; therefore, her responses can be explored to find out students' beliefs in learning speaking as well as how they respond to speaking practice.

#### **E. Data Collecting Techniques and Instruments**

As explained earlier in section A (Research Design) that this research uses mixed-method approach, data were collected using two methods: quantitative and qualitative methods. Quantitative data can be obtained through instruments, such as survey questionnaires, standardized tests, and checklist (Creswell, 2012). Meanwhile, qualitative data are obtained from observation, in-depth interview, and document analysis (Marshall, 2006). In this research, I used three instruments: questionnaire, observation, and interview.

## 1. Questionnaire

The main data collecting technique is using questionnaire which is used to collect quantitative data. Questionnaire is a kind of form used in a survey which will be filled out and returned by participants of the research. In this research, I made a set of statements related to beliefs in learning speaking as the basic source (see Appendix 1, p. 122). The language used in the statements is *Bahasa Indonesia* as the first language of the participants, so they can easily understand the statements. The questionnaires were then distributed to the 33 participants. The participants responded to each statement in the questionnaire by checking (✓) one of the five options which have different values: SD (strongly disbelieve) which is worth 1, D (disbelieve) which is worth 2, N (neutral) which is worth 3, B (believe) which is worth 4, and SB (strongly believe) which is worth 5 based on Likert's scale.

The questionnaire used in this research was made to obtain information related to students' beliefs in learning speaking. It consists of 34 statements which were modified based on the BALLI questionnaire (students version) created by Horwitz. The questionnaire has been piloted to 5 (five) students to make sure that the statements are clear and understandable. The following is the categorization of the statements in the questionnaire.

**Table 3.1.**  
**Categorization of the Statements in the Questionnaire**

Statements	Item No.	Areas of Beliefs
It is easier for children than adults to learn speaking English.	1	Beliefs about aptitude in learning speaking
Some people have a special ability for learning speaking English.	2	



Indonesian people are good at learning speaking English.	6	
It is easier for someone who already speaks a foreign language to learn another one.	10	
People who are good at mathematics or science are not good at learning speaking English.	11	
I have a special ability for learning speaking English.	16	
Women are better than men at learning speaking English.	19	
People who speak more than one language are very intelligent.	30	
Everyone can learn to speak English.	33	
I don't have adequate vocabulary to speak English.	3	Beliefs about difficulties in learning speaking
Considering grammar makes me difficult to speak up.	4	
It's confusing to pronounce some words in English.	5	
I believe I can learn speaking faster if I have more opportunity to practice it.	15	
Speaking learning in my school merely focus on giving knowledge of English rather than giving opportunity to use it in real communication.	25	
I can learn speaking faster if I have partners to practice it in daily life.	34	
It is necessary to know about English-speaking cultures in order to speak English.	8	Beliefs about nature of learning speaking
It is best to learn English in an English-speaking country.	12	
The most important part of learning speaking English is learning vocabulary words.	17	
The most important part of learning speaking English is learning the grammar.	23	
Learning speaking English is different from learning writing.	27	
The most important part of learning speaking English is learning how to pronounce words as English native speakers do.	28	
Memorizing is a good strategy to learn speaking.	7	Beliefs about learning and communication strategies in learning speaking
It is important to practice a lot in learning speaking.	9	
It's OK to switch in mother tongue when speaking.	13	
It's OK to describe a word that we don't know the term in English.	14	
In learning speaking, we must know exactly words and their pronunciation.	18	
I often use words like <i>ehmm</i> or <i>what is it</i> when speaking.	21	

The use of mime, gestures, facial expression, or sound imitation is important to convey the intended meaning	22	
If I am confused about what to say in English, I can ask for help to my teacher or my friends.	26	
Indonesian people feel that it is important to speak English.	20	Beliefs about motivation in learning speaking
I would like to learn speaking English so that I can get to know Americans better.	24	
If I learn speaking English very well, I will have better opportunities for a good job.	29	
I want to learn to speak English well.	31	
I would like to have American friends.	32	

## 2. Observation

The second main instrument is observation which is used to collect qualitative data. Marshall (2006, p.3) defines observation as “the systematic noting and recording of events, behaviors, and artifacts (objects) in the social setting chosen for study”. To know the manifestation of beliefs in speaking held by students, I observed them during their speaking practice conducted in the classroom based on the observation guideline (*see Appendix 2, p.124*). The observed phenomena are their attitudes in responding to the speaking activities. All of the things happening during the speaking practice are recorded using video and field notes (*see Appendix 3, p.125*). Marshall (2006, p.3) asserts that field notes are "detailed, nonjudgmental, concrete descriptions of what has been observed".

## 3. Interview

Interview is a common instrument used in qualitative research. In interviewing participants, a researcher explores participants' points of view towards a particular topic. Creswell (2012, p.382) defines interview as "a form on which the

researcher records answers supplied by the participant in the study. The researcher asks a question from an interview guidelines (*see Appendix 5, p.136*), listens for answers or observes behavior, and records responses on the survey".

In this research, interview is used to find out students' beliefs in learning speaking. I interviewed one student of Law Department who owned typical traits or characteristics as the other participants' traits. Besides, she was eager in learning speaking and participated actively during learning process. The interview was recorded and then transcribed. The transcript of the interview (*see Appendix 6, p.137*) is used to support, clarify, or verify the findings obtained from questionnaire and observation which were conducted previously.

#### **F. Data Analysis and Interpretation**

As the data collection used three techniques which are questionnaire, observation, and interview, the data analysis of those three instruments were separated as well. The questionnaires were analyzed using Likert Scale which ranges from 1 to 5. Scale 1 is used for SD (strongly disbelieve) option to scale 5 for SB (strongly believe) option. Three steps were done to analyze the questionnaires. The first step is analyzing the questionnaire by counting the number of respondents who answered each statement. The second step was done to find  $\sum f$  and the Mean of each statement as the scale of the statement.  $\sum f$  was obtained by multiplying the number of students who answered each option to the scale of the option. The results of each option were then added. The mean of each statement (*presented in Appendix 1, p.122*) was obtained using this formula:

$$M_n = \frac{\sum f}{N}$$

N = Number of cases (the number of respondents)

Mn = Mean (indicators of central tendency of the set of sources)

The last step was done to get the scale of each construct by adding the scale of each statement related to similar construct. The interpretation criteria of range score were also used as the basis of data analysis to interpret whether students have particular beliefs on each construct. The determination of range score classification as presented in table below was adopted from Best (1970, p.179) in Rahmawati (2014, p.74) who classifies range of score criteria ranging from 1 to 5.

**Table 3.2. The Range of Criteria of Interpretation**

No	Criteria	Score	Meaning
1	Very high	4.40 - 5.00	The rate very high means most respondents strongly believe with the statement.
2	High	4.00 – 4.39	The rate high means most respondents believe with the statement.
3	Fair	3.50 – 3.99	The rate fair means most respondents are not sure with the statement.
4	Low	2.50 – 3.49	The rate low means most respondents disbelieve with the statement.
5	Poor	0.00 – 2.49	The rate poor means most respondents strongly disbelieve with the statement.

The second analysis was taken from the result of the observation. Field notes (*see Appendix 3, p.125*) were made to record things happening during the speaking practice. The speaking practice which is in form of a group discussion was transcribed (*see Appendix 4, p.128*). The qualitative data were taken from the excerpts of group discussion transcription which were then analyzed and interpreted qualitatively to find out the manifestation of beliefs held by students in learning speaking. The analysis was done based on the two constructs: difficulties in

speaking and communication strategies in speaking. The construct limitation was done because the manifestation was observed from speaking practices and it is difficult to directly observe aptitude, nature, and motivation in learning speaking through speaking practices.

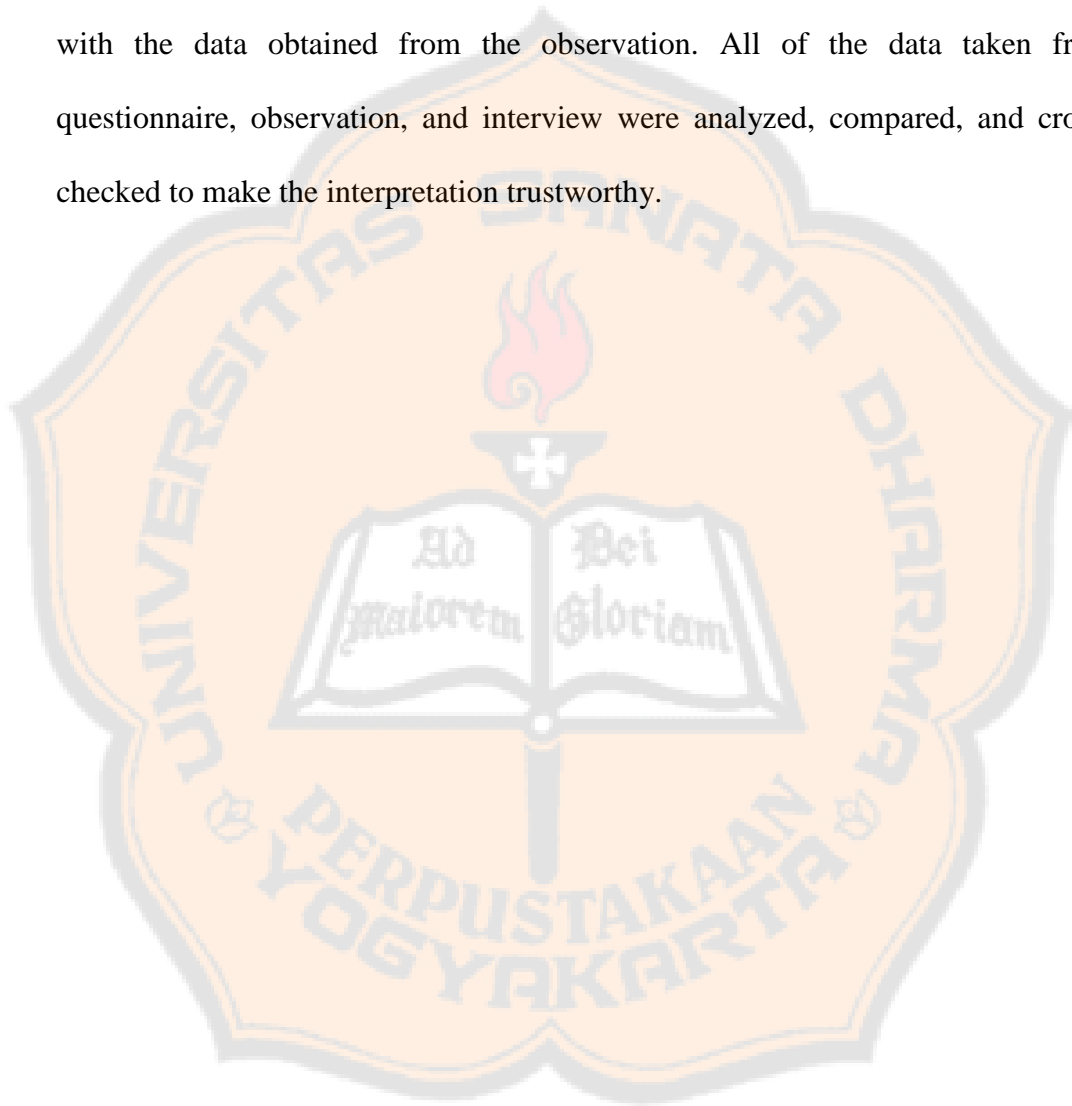
The third analysis was taken from the result of the interview conducted to one student. The conversation was recorded and then transcribed (*see Appendix 6, p.137*). The transcription which supported the analysis of the questionnaire and the observation was written as supporting data.

#### **G. Trustworthiness**

Trustworthiness is an important process which should be done to obtain accuracy of data which will be described and interpreted. Creswell (2012) proposes three forms commonly used to maintain trustworthiness: triangulation, member checking, and auditing. In this research, I used triangulation to make the findings of this research trustworthy. Triangulation is "the process of corroborating evidence from different individuals (e.g., a principal and a student), types of data (e.g., observational field notes and interviews), or methods of data collection (e.g., documents and interviews) in descriptions and themes in qualitative research (Creswell, 2012, p.259).

To triangulate the findings of this research, three different techniques of gaining the data were provided. The quantitative data obtained from the questionnaire were analyzed and interpreted to find out the beliefs that the participants hold in learning speaking. In addition to the quantitative data,

qualitative data obtained from the interview were also analyzed to compare them. Similar technique was also done to the second main data obtained from the observation. Qualitative data obtained from the interview were also cross-checked with the data obtained from the observation. All of the data taken from questionnaire, observation, and interview were analyzed, compared, and cross-checked to make the interpretation trustworthy.



## CHAPTER IV

### FINDINGS AND DISCUSSION

In this chapter, I presented the research findings to answer the two research questions: *What are the beliefs of Non-English Department students in learning speaking* and *How is the manifestation of Non-English Department students in learning speaking*. Then, the findings were discussed and interpreted using related theories to find out the beliefs that the university students hold in learning speaking as well the responses the students made during speaking activities.

#### A. Findings

This section is divided into two parts. The first part, the quantitative analysis will mainly focus on presenting the findings obtained from the questionnaire analysis used to answer the first research question. The second part, the qualitative analysis will elaborate the results of the observation used to answer the second research question. Then, the results of the interview are used to clarify and to support the findings of the questionnaire and observation.

##### 1. Quantitative Data Analysis

The quantitative data presented in Table 4.1 were obtained from the analysis of the questionnaire which is used to answer the first research question: *What are the beliefs of the students of Non-English Department in learning speaking*. This questionnaire contains five areas of beliefs in learning speaking, those are beliefs about aptitude in learning speaking, difficulties in learning speaking, nature of

learning speaking, the learning and communication strategies in learning speaking, and the motivation in learning speaking. Each area of beliefs has some aspects constituting the area of beliefs.

The interpretation for each aspect of beliefs is based on the range of interpretation criteria presented in Table 3.2 (p.47) in which the maximum point is five and the minimum point is zero based on the five-scaled Likert Analysis. The rate 4.40 - 5.00 (very high) means most respondents strongly believe with the statement. The rate 4.00 – 4.39 (high) means most respondents believe with the statement. The rate 3.50 – 3.99 (fair) means most respondents are not sure with the statement. The rate 2.50 – 3.49 (low) means most respondents disbelieve with the statement. Lastly, the rate 0.00 – 2.49 (poor) means most respondents strongly disbelieve with the statement. The percentage and the interpretation of each area of believe is presented in the following Table 4.1. The detailed presentation of the number of students answering each item in the questionnaire can be seen in Appendix 1 (page 122).

**Table 4.1. The Questionnaire Analysis on the Areas of Beliefs in Learning Speaking**

Areas of Beliefs	Aspects	Items	Item No.	%	Σ%	Interpretation
Beliefs about Aptitude in Learning Speaking	Age	It is easier for children than adults to learn speaking English.	1	4.27	4.27	High
	Special Ability	Some people have a special ability for learning speaking English.	2	4.12	3.91	Fair
		Indonesian people are good at learning speaking English.	6	3.48		
		It is easier for someone who already speaks a foreign language to learn another one.	10	3.76		



		I have a special ability for learning speaking English.	16	3.76		
		Everyone can learn to speak English.	33	4.73		
		People who speak more than one language are very intelligent.	30	3.61		
	Gender	Women are better than men at learning speaking English.	19	2.85	2.85	Low
	Subject Interest	People who are good at mathematics or science are not good at learning speaking English.	11	2.33	2.33	Low
Beliefs about Difficulties in Learning Speaking	Vocabulary	I don't have adequate vocabulary to speak English.	3	3.24	3.24	Low
	Grammar	Considering grammar makes me difficult to speak up.	4	3.91	3.91	Fair
	Pronunciation	It's confusing to pronounce some words in English.	5	3.09	3.09	Low
	Lack of Opportunity to Speak	I believe I can learn speaking faster if I have more opportunity to practice it.	15	4.24	4.24	High
	Unfocused Curriculum	Speaking learning in my school merely focus on giving knowledge of English rather than giving opportunity to use it in real communication.	25	2.97	2.97	Low
	Lack of Practice	I can learn speaking faster if I have partners to practice it in daily life.	34	4.55	4.55	Very High
Beliefs about Nature of Learning Speaking	Cultural Knowledge of the Target Language	It is necessary to know about English-speaking cultures in order to speak English.	8	3.36	3.36	Low
	Language Immersion	It is best to learn English in an English-speaking country.	12	3.33	3.33	Low
	The Role of Vocabularies	The most important part of learning speaking English is learning vocabulary words.	17	4.33	4.33	High
	The Role of Grammar	The most important part of learning speaking English is learning the grammar.	23	2.58	2.58	Low

# PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI

	The difference between learning speaking and writing	Learning speaking English is different from learning writing.	27	4.21	4.21	High
	The Role of Pronunciation	The most important part of learning speaking English is learning how to pronounce words as English native speakers do.	28	4.18	4.18	High
Beliefs about Learning and Communication Strategies in Learning Speaking	Memory Strategy	Memorizing is a good strategy to learn speaking.	7	2.70	2.70	Low
	Cognitive Strategy	It is important to practice a lot in learning speaking.	9	4.76	4.76	Very High
	Compensation Strategy & Code-switching Communication Strategy	It's OK to switch in mother tongue when speaking.	13	2.88	2.88	Low
	Circumlocution	It's OK to describe a word that we don't know the term in English.	14	4.27	4.27	High
	Word Foreignizing	In learning speaking, we must know exactly words and their pronunciation.	18	4.36	4.36	High
	Use of all-purpose word	I often use words like <i>ehmm</i> or <i>what is it</i> when speaking.	21	4.12	4.12	High
	Paralinguistics	The use of mime, gestures, facial expression, or sound imitation is important to convey the intended meaning	22	4.33	4.33	High
	Appealing for help	If I am confused about what to say in English, I can ask for help to my teacher or my friends.	26	4.42	4.42	Very High
Beliefs about Motivation in Learning Speaking	Intrinsic/Internal	Indonesian people feel that it is important to speak English.	20	3.76	4.24	High
		I want to learn to speak English well.	31	4.73		
	Instrumental	If I learn speaking English very well, I will have better opportunities for a good job.	29	4.58	4.58	Very High

	Integrative	I would like to learn speaking English so that I can get to know Americans better.	24	3.09	3.64	Fair
		I would like to have American friends.	32	4.18		

Learners' beliefs in learning speaking are categorized into five areas: 1) the beliefs about the aptitude in learning speaking, 2) the beliefs about the difficulties in learning speaking, 3) the beliefs about the nature of learning speaking, 4) the beliefs about learning and communication strategies in learning speaking, and 5) the beliefs about the motivation in learning speaking. Based on the findings, the highest beliefs held by learners in learning speaking is the beliefs about motivation in learning speaking (4.07) followed by the beliefs about learning and communication strategy in learning speaking (3.98), the beliefs about difficulties in learning speaking (3.67), the beliefs about the nature of learning speaking (3.67), and the beliefs about aptitude in learning speaking (3.66).

The beliefs about aptitude in learning speaking are categorized into four: age, special ability, gender, and subject interest. Age belongs to high category (4.27), special ability belong to fair category (3.91), and gender (2.85) and subject interest (2.33) belong to low category. It means that in term of age, students hold beliefs that children have higher possibility to be successful in learning speaking. On the other hand, they do not believe that women are better in learning speaking than men and that subject interest has correlation with ability in learning speaking. Regarding special ability, the students tend not to believe that special ability is needed in learning speaking.

The beliefs about difficulties in learning speaking are categorized into lack of vocabularies, confusion with grammar, confusion with pronunciation, lack of opportunity to speak, unfocused curriculum, and lack of practice. It was found that vocabulary, pronunciation, and unfocused curriculum belong to low category. It indicates that those three factors do not make learning speaking difficult. Grammar belongs to fair category which means that it tends to contribute to make learning speaking difficult. Lack of opportunity which belong to high category and lack of practice which belong to very high category indicate that those two aspects make learning speaking difficult.

The beliefs about the nature of learning speaking cover six aspects; those are cultural knowledge on the target language, language immersion, the roles of vocabularies, the roles of grammar, the roles of pronunciation, and the difference between learning speaking and learning writing. It was found that cultural knowledge of the target language, language immersion, and the role of grammar belong to low category. It shows that those three aspects are not important in learning speaking. On the other hand, the role of vocabulary and that of pronunciation belong to high category which indicates that they are important aspects in learning speaking. Similarly, the students believe that learning speaking and learning writing are different as shown by high category.

The forth area is beliefs about learning and communication strategies in learning speaking which are grouped into two: learning strategies and communication strategies. Learning strategies are divided into three: cognitive strategy, memory strategy, and compensatory strategy. Meanwhile, communication

strategies are grouped into eight: circumlocution, word coinage, word foreignizing, approximation, the use of all-purpose word, paralinguistics, code switching, and appealing for help. The findings have shown that cognitive strategy belong to very high category while memory and compensation strategies belong to low category. It shows that the students believe that cognitive strategy is better employed in learning speaking than the other two strategies. In term of communciation strategies in learning speaking, appealing for help belongs to very high category and circumlocution, word foreignizing, use of all-purpose word, and paralinguistics belong to high category. It shows that those communication strategies are better employed in learning speaking. Meanwhile, code switching belongs to low category which means that it is not good to be employed in learning speaking.

The last area of beliefs in learning speaking is beliefs about motivation in learning speaking which are categorized into three kinds of motivation: intrinsic motivation, instrumental motivation, and integrative motivation. Instrumental motivation belongs to very high category, intrinsic motivation belongs to high category, and integrative motivation belongs to fair category. It indicates that the students are motivated to learn speaking by instrumental and intrinsic motivation. Integrative motivation belongs to fair category which means that the students tend not to be motivated by integrative motivation.

## **2. Qualitative Data Analysis**

This section presents and analyses the results of qualitative data obtained from the observation and the interview. The observation results are used as the main

data to answer the second research question: *How is the manifestation of Non-English Department students in learning speaking*. Meanwhile, the interview results are used to verify and support the findings from the questionnaire and those of the observation.

#### **a. Observation Analysis**

The observation analysis is used to know the manifestation of the beliefs that the students hold in learning speaking. It covers two areas of beliefs: difficulties in learning speaking and communication strategies in learning speaking. The area of difficulties in learning speaking is grouped into factors; those are lack of vocabularies, confusion with grammar, confusion with pronunciation, and lack of speaking opportunity. The communication strategies are divided into eight strategies: circumlocution, word coinage, word foreignizing, approximation, the use of all-purpose words, code switching, paralinguistics, and appealing for help. The detailed transcription of the observed group discussion is attached in Appendix 4 page 128. The results of the observation which have been categorized based on the themes are analyzed below.

The first factor which is believed to make learning speaking difficult is lack of vocabularies. While speaking, some students found problems in saying words in English. As an example, student B who belonged to group A found a difficulty when she wanted to say *pembeli* as shown in the following transcript example:

*Uhm... I think... I give the... explain with my product and explain that my product is very good and I... I... I need the meeting with her... meeting before he is deal for my... for my... pembeli apa? (asking to Dyah) (GA/ Dif/V/2)*

Besides students in group A, those who belonged to group B also found difficulty with their lack of vocabulary, for example student G. She asked her friend “*Oh, get... perlindungan apa perlindungan? (GB/Dif/V/10)*”. She did not know the English term of *perlindungan* which is *protection*.

Besides lack of vocabulary, the students also found difficulty with grammar. They did not practice applying good grammatical rules when they were speaking. Student A, for instance, said “*The clothes I think no because clothes it’s too much people sell clothes, shirt, or T-shirt. maybe I will sell shoes or denim, jeans. (GA/Dif/G/3)*”. Instead of saying *many* to refer to *people* which is a countable and plural noun, he used *much* which should be used to refer to an uncountable noun.

Another factor which made learning speaking difficult is confusion with pronunciation. The students seemed to be doubtful with the pronunciation of some words they wanted to mention. They also mispronounced some words as shown in the following transcript example:

*For me, when there is liar... liar... (emphasizing if the pronunciation is correct) try to believe... or... I run online business. First, I will ask him or she to... uhm... transfer first if to see if his or she...(thinking)...seriously buy my produk /prɒduk/. And after she or he transfers, I will check the bank or from my cellphone, so I send the produk. Well, sometimes there’s a costumer trying to... lie... to seller. Like this, I want to buy your product but first you must send the produk because I think I am not trust you. Maybe you are uhm... just a... lie but if you have experience in business online, you will say “no, first transfer your rupiah to my account bank so I send your item to your house. (GB/Dif/P/7)*



The above example showed that student A at first was doubtful when he pronounced the word *liar*. Then, he also mispronounced the word *product* as he pronounced it as */prɒduk/*.

For the last factor of difficulties in learning speaking, lack of speaking opportunity, the findings did not show that it became a difficulty in speaking as mostly students took turn in speaking. They also asked for others' opinion in the discussion.

*OK! I think it's more advantages (/edventegəs/) because we have uhh.. many time to...to...to work and it's only in a... one room that uhm... we only see a laptop. I think is.. is... business online is the advantages. And **what do you think***  
**Student C?** (GA/Dif/Lack/1)

The above example showed that student B gave opportunity to student C to give her opinion. Therefore, everybody got their own speaking opportunity.

The second area of beliefs which is observed is communication strategies employed in speaking. The first strategy found being employed by students while they had the group discussion is circumlocution. Circumlocution is a strategy in which a student describes unknown words. Student A employed this strategy when he said “*From where you business online? **Maybe from Facebook, Twitter, or BBM?*** (GA/Com.Stra/Circum/1”. Instead of saying *social media*, he gave the example of *Facebook, Twitter, or BBM*. By doing so, he employed circumlocution.

The second strategy employed in the discussion is word coinage. Students might create new English words based on their morphological knowledge which actually do not exist in English. The observation showed that student C said



*produsen* as she thought it was an English word. She said “*Student B, are you running online business? Some people think that the... the... apa... the **produsen** much loyal with the customer. How... how do you think about this? (GA/Com.Stra/W.Coin/1)*”. It might happen as in English there is a word *produce*; therefore, she thought it was an English word.

The third communication strategy employed in the group discussion is word foreignizing in which students use the pronunciation of a target language for words in their first language. Student D employed this communication strategy when she said “***Consumen** or... **consumen** liar? (GA/Com.Stra/W.Foreign/1)*”. *Konsumen* is actually an Indonesian word; however, she pronounced it as if it is an English word.

The forth communication strategy is approximation. In speaking, speakers can alter words they do not know with other words which have the same meaning. In the group discussion, student G employed this strategy when he said “*I know that Rupiah is the lowest **money** in the world. How about you? How about you? (GB/Com.Stra/Approx/4)*”. He altered the word *currency* with *money*.

The fifth communication strategy employed in the discussion is the use of all-purpose words. People who employ this strategy will use fillers while speaking. Student C who belonged to group A also employed it.

*Uhm... I agree with Ferisa opinion because we can... we can manage my time to... to... **what is it**... to manage uhm... how to business and we can do anything like to do the business (/businəs/). What do you think Student D?. (GA/Com.Stra/All-Purp/1)*

She said *what-is-it* as a filler while shea was speaking and taking parts in the discussion.

The sixth strategy is code switching in which learners use their first language when speaking to refer to unknown words. It was found that many students employed this strategy when they were speaking. As an example, student B who said “*I manage the time is a... after studies. For example, if the empty (/empati/)... empty... kosong... studies in the law I use it to business online for example in the night or in the afternoon after study. I think it. (GA/ Com.Stra/C.Switch/6)*”. She used the word *kosong* which is an Indonesian word of *empty*. Other students also employed this communication strategy.

The sevent communication strategy employed in the discussion is paralinguistics. The use of mime, facial expression, or gesture can be a good strategy to help hearer understand what a speaker says. In this study, it was found that students employed this strategy. One of the students is student B who made gesture of calling using her right hand when she was explaining something. Another student, student G also employed it when he said “*Indonesia Ambassador. And how about, you know Satinah? He would be,uhm... (showing gesture of “penggal” using her hand on her neck). (GB/ Com.Stra/Para/2)*”. He did not know the word *beheaded* when he explained a kind of punishment; he altered it by making a gesture using his hand.

The last strategy is appealing for help. Students can ask for others' help when they are dealing with difficulty in finding particular words. In this study, some students employed this strategy. It is shown in the following example:

*For me, running online business but if I can business in organization maybe I will follow business in organization because online business (/bisnās/) is we more time to sell our product and your customer will know your product and why I choose online and organization too because when I sell online and I follow organization I have a lot of experience and I maybe I get some... some... **ilmu apa?** (**asking to Student D**). (GA/Com.Stra/Help/2)*

The above example showed that student A asked for student D's help to tell him the English term of *ilmu* which is *knowledge*.

The results presented above show that the students found difficulties due to lack of vocabularies, confusion in grammar and pronunciation. However, they did not find difficulty due to lack of speaking opportunity. In term of communication strategies in speaking, the students employed all communication strategies: circumlocution, word coinage, word foreignizing, approximation, the use of all purpose words, code switching, paralinguistics, and appealing for help.

## **b. Interview Analysis**

In the current study, interview is used to verify and support the findings obtained from the questionnaire and observation. Therefore, the results of the interview can give clearer understanding and supporting evidence towards the beliefs that the students hold in learning speaking and how those beliefs are manifested in speaking activities. The interview covers five areas of beliefs: 1) the

beliefs about the aptitude in learning speaking, 2) the beliefs about the difficulties in learning speaking, 3) the beliefs about the nature of learning speaking, 4) the beliefs about learning and communication strategies in learning speaking, and 5) the beliefs about the motivation in learning speaking. The detailed interview transcription is attached in Appendix 6 page 137.

Beliefs about aptitude in learning speaking are categorized into age, special ability, and gender. The results of the interview show that the students believe that children learn speaking better than adults. She said *“I think children learn English faster than adults as they easily understand, so it will also be easy for them to develop what they already had when they grow up. (Int./Q12)”*. However, she does not believe that gender and special ability determine the success in learning speaking as she following interview excerpt: *“I don’t think there is a special ability. However, everyone might be able to speak English as long as he is persistent in learning it. (Int./Q86)”* and *“I suppose gender does not define success in learning English. It depends on learners’ willingness. Some men are sometimes better than women. (Int./Q17-Q26)”*. She believes that everybody is possible to speak without being limited by gender.

The beliefs about difficulties in learning speaking are categorized into lack of vocabularies, confusion with grammar, confusion with pronunciation, lack of opportunity to speak, unfocused curriculum, and lack of practice. The results of the interview show that she believes that grammar, confusion in pronunciation, unfocused curriculum, and lack of practices are factors which make learning speaking difficult. It is shown in the following excerpts:

*Learners are afraid of making wrong structures and jumbled word arrangements. Instead of using the right one, they use another one. (Int./Q46)*

*In my opinion, they are afraid of making mistakes and are unconfident as they must have correct structures and pronunciation. Eventually it makes them remain silent. (Int./Q36)*

*Unaccomplished and repeatedly-changing curriculum can hamper learning; therefore, school authorities must be certain with the curriculum. (Int./Q108)*

*Yes, I think I lacked practices though actually I really wanted to have more practices (...) (Int./Q50)*

Regarding vocabulary and lack of speaking opportunity, the participant believes that they do not contribute to make learning speaking difficult

The beliefs about the nature of learning speaking cover six aspects; those are cultural knowledge on the target language, language immersion, the roles of vocabularies, the roles of grammar, the roles of pronunciation, and the difference between learning speaking and learning writing. The interview showed that knowing the culture of English is important in learning speaking English. She said:

*“For me, I don’t think learning cultures of target language is crucial as I am not good enough with the language. For those who are, knowing the culture is a great idea as each country has different cultures. For those who are not good enough, they should focus on understanding the language first (Int./Q110)”.*

However, she believes that learning speaking in English speaking countries will give greater opportunities to be successful in learning speaking. She said, *“I do agree as learning English in English speaking countries will force us to practice the language whether it is correct or incorrect. If we learn English here, we tend to*

*use Bahasa Indonesia instead of English for unknown vocabularies or expression. (Int./Q116)*". She believes that vocabulary, grammar, and pronunciation are less important in learning speaking. She also believes that learning speaking is different from learning writing.

The forth area is beliefs about learning and communication strategies in learning speaking which are grouped into two: learning strategies and communication strategies. Learning strategies are divided into three: cognitive strategy, memory strategy, and compensatory strategy. Meanwhile, communication strategies are grouped into eight: circumlocution, word coinage, word foreignizing, approximation, the use of all-purpose word, paralinguistics, code switching, and appealing for help. The interview results show that the participant believes that cognitive strategy through practices is better employed in learning speaking. She said, *"Yes, a lot of practices should be done (Int./Q70)"*. She also employs circumlocution, word foreignizing, word coinage, approximation, use of all purpose words, and appealing for help in learning speaking. However, she rarely employs paralinguistics in which she uses gestures to alter unfamiliar words as she said, *"I rarely use gestures. I only move my hand (Int.Q80)"*.

The last area of beliefs in learning speaking is beliefs about motivation in learning speaking which are categorized into three kinds of motivation: intrinsic motivation, instrumental motivation, and integrative motivation. The interview shows that she believes that speaking learners might be motivated by intrinsic, instrumental, and integrative motivations. It is shown in the following excerpts:

*People who master English look more prestigious (...)  
(Int.Q126)*

*For those who work with International affairs and use  
English actively might be encourage to learn speaking;  
however, mostly people in Indonesia work in local level  
which doesn't urge them to learn speaking. (Int.Q128)*

*(...) English is an international language so when we go  
abroad, it can be a tool for us to communicate. (Int.Q126)*

The above interview excerpts show that the participant believe that people might learn speaking due to the prestigious image which encourage them to learn it (intrinsic motivation), the demand in their job (instrumental motivation), and the use for communication (integrative motivation).

## **B. Discussion**

From the findings I presented above, I discussed and interpreted them using related theories to find out the beliefs that the university students hold in learning speaking as well the manifestation of beliefs the students made during speaking activities. The first discussion is based on beliefs about aptitude in learning speaking, beliefs about difficulties in learning speaking, beliefs about the nature of learning speaking, beliefs about the learning and communication strategies in learning speaking and beliefs about motivation. The second research question is answered based on the discussion of difficulties students had in speaking practices as well as communication strategies they employed in speaking practices.

The discussion is based on the results of questionnaire, observation, and interview. Therefore, triangulation strategy is applied in analyzing the data. Those three results are discussed together to validate the trustworthiness of the findings.



## 1. Beliefs of Non-English Department Students in Learning Speaking

The discussion of students' beliefs in learning speaking is divided into the obtained findings of five areas of beliefs: beliefs about aptitude in learning speaking, beliefs about difficulties in learning speaking, beliefs about the nature of learning speaking, beliefs about the learning and communication strategies in learning speaking and beliefs about motivation and expectation.

### a. Beliefs about Aptitude in Learning Speaking

Aptitude in foreign language learning deals with learner's success possibility in learning foreign language. Also, it deals with age, gender, and subject interest which may influence foreign language learning (Richards and Lockhart, 1996).

The age aspect achieves 4.27 score which belongs to high criteria. The high category indicates that young learners or children have higher possibility to learn speaking successfully than adults. This finding is supported by the result of the interview:

*I think children learn English faster than adults as they easily understand,so it will also be easy for them to develop what they already had when they grow up. (Int./Q12)*

The excerpt of the above interview also shows that children are believed to be better in learning speaking as they can understand and memorize new things easily. The two results are, therefore, inline with theory brought by Harmer (2007). He claimed that young learners have greater possibilities to succeed in learning a foreign language. They can learner faster than adult learners and more effectively



than learners of other age groups. Thus, it can be summarized that in term of age, the students of Non-English Department believe that children have higher possibility to be successful in learning speaking than adults.

Besides age, aptitude relates to special ability that a learner holds. The finding for this aspect reaches 3.91 which belongs to fair category. It shows that the students tend not to believe in the existence of special ability needed in learning speaking and everyone is possible to speak English. This finding is supported by the following excerpt of interview:

*I don't think there is a special ability. However, everyone might be able to speak English as long as he is persistent in learning it. (Int./Q86)*

The participant believes that everyone is possible to speak English as long as he is eager to learn the language. Similar to the finding of the questionnaire, she does not believe in the existence of a special ability of learning English. Both findings confirm Horwitz's findings (1985, 1987, 1988) revealing that students who believe that they do not have adequate bases of language may hesitate about their ability as language learners. The students can easily confirm the existence of special ability as they have adequate bases of learning speaking as they belong to intermediate level of English learners.

Meanwhile, gender aspect reaches 2.85 score which belongs to low category. It indicates that the students disbelieve on the idea that women learn speaking English more easily than men. They believe that gender has nothing to do with the potential of a learner to be successful in learning speaking. It is also supported by the interview as follows:

*I suppose gender does not define success in learning English. It depends on learners' willingness. Some men are sometimes better than women. (Int./Q17-Q26)*

The interviewee also does not believe that women are better at learning speaking than men. She believes that it depends on each individual's willingness. Men with learning willingness might be better at learning speaking than women without learning willingness. Though both questionnaire and the interview showed similar findings, Ellis (2008) claimed that women are believed to have greater opportunity to succeed in learning a foreign language as they have more positive attitudes to language learning than males. In terms of speaking, women show better standard of speech in contrast to men and more open to new input in the language they are learning

Briefly, the findings reported that the students of Non-English Department believed that there is no such a thing as a special ability in learning speaking. In addition, the students did not believe that gender may determine learning speaking. On the contrary, they believed that children are more successful in learning speaking than adults.

#### **b. Beliefs about Difficulties in Learning Speaking**

Beliefs about difficulties in learning speaking deal with some factors which might make learning speaking difficult. The first factor is lack of vocabularies. The finding of the questionnaire for vocabulary aspect is 3.24 which belongs to low

category. It shows that the students believe that vocabulary is a factor which makes it difficult for them in learning speaking. This finding is supported by the interview:

*Okay, what about vocabularies? Are they problems? / I don't think so. (Int./Q41-Q42)*

She does not think that vocabularies become a difficulty for her. It might happen as she might think that she can use different words with similar meaning to refer to unknown vocabularies which she intends to say. This finding does not confirm what Gan (2012) found that lack of vocabulary becomes a factor which makes learning speaking difficult. The different findings might happen as the subject is different: Gan focused on students of English department while the current study focuses on students of Non-English Department.

Regarding grammar, the students tend to believe that grammar becomes a factor which makes learning speaking difficult. It is shown by the score of grammar aspect which is 3.91 which belongs to fair criteria. It clarifies what Gan (2012) found that grammar becomes a difficulty in learning speaking. In fact, the interviewee also supported these findings as follows:

*Learners are afraid of making wrong structures and jumbled word arrangements. Instead of using the right one, they use another one. (Int./Q46)*

She also confessed that grammar confuses her when speaking. She considers grammar when speaking so it makes speaking difficult for her. Therefore, it can be concluded that grammar becomes a difficulty of learning speaking.

Surprisingly, the students do not report believing that pronunciation is a matter which makes learning speaking difficult as shown by the mean 3.09 which

belongs to low category. This finding is different from the following interview in which the participant said that pronunciation becomes a difficulty as it should be correctly-pronounced.

*In my opinion, **they are afraid of making mistakes and are unconfident as they must have correct structures and pronunciation.** Eventually it makes them remain silent.*  
(Int./Q36)

Theoretically, Gan (2012) also pointed out that that pronunciation becomes a difficulty in learning speaking.

As learning speaking is closely related to the exposure of practices, the students also believe that learning speaking will be difficult if they do not get opportunity to speak and to practice speaking. It is concluded from the mean score for lack of practices aspect which is 4.55 belonging to very high criteria. This finding is supported by the result of the interview:

*Yes, I think I lacked practices though actually I really wanted to have more practices (...)* (Int.Q50)

The participant of the interview also confess that she found it difficult in learning speaking as she lacked of practice. As Gan (2012) proposes, lack of practices can be a factor which makes learning speaking difficult.

Surprisingly, though school and curriculum play important roles in the success of learning speaking, the students disbelieve that unfocused curriculum that a school applies makes it difficult for them to learn speaking. It is shown by the mean score which is 2.97 and belongsto low category. However, the finding of interview shows different finding. The respondent stated that unfocused curriculum

becomes a factor which makes learning speaking difficult as it keeps changing which eventually makes the learners confused as well.

*Unaccomplished and repeatedly-changing curriculum can hamper learning; therefore, school authorities must be certain with the curriculum. (Int./Q108)*

The theory proposed by Gan (2012) supported the data of the interview. Therefore, it can be concluded that unfocused curriculum does not contribute to make learning speaking difficult.

As also proposed by Gan (2012), lack of opportunity in speaking might be a trigger which make learning speaking difficult for the learners. This theory is inline with the findings of the current study which shows very high category (4.24) for the aspect of lack of opportunity to speak. Thus, it can be concluded that lack of opportunity to speak becomes a factor which makes learning speaking difficult.

In short, the students of Non-English department believe that lack of vocabulary and pronunciation are not factors which make learning speaking difficult. However, they believe that lack of opportunity to speak English, grammar, and lack of practice in daily life make learning speaking difficult. Lastly, the students do not show that unfocused curriculum makes it difficult for them to learn speaking English.

**c. Beliefs about the Nature of Learning Speaking**

In the category of the nature of learning speaking, the participants believe that knowing the culture of the target language is not needed to succeed in learning speaking as shown by the mean 3.36 which belongs to low category. It means that it is not a must for them to know the culture of the target language they are learning to be successful in learning speaking. This finding is supported by the following interview.

*For me, I don't think learning cultures of target language is crucial as I am not good enough with the language. For those who are, knowing the culture is a great idea as each country has different cultures. For those who are not good enough, they should focus on understanding the language first (Int./Q110)*

The respondent believes that knowing the culture of the learnt target language is not a crucial matter to know for the beginners as they should focus on mastering the language first. It can be summarized that knowing the culture of the target language is not important in learning speaking.

Besides the knowledge of the culture of the target language, they also do not believe that the best way to learn speaking is by learning it in English speaking countries. It is shown by the mean 3.33 which belongs to low category for language immersion. It means that they believe they can learn speaking anywhere. However, the following excerpt of the interview does not support the above finding.

*I do agree as learning English in English speaking countries will force us to practice the language whether it is correct or incorrect. If we learn English here, we tend to use Bahasa Indonesia instead of English for unknown vocabularies or expression. (Int./Q116)*

She believes that learning speaking in English speaking countries is the best way of learning speaking. The different finding might happen as she was distracted by the use of her first language while speaking English. Therefore, it can be summed up that learning speaking in English speaking countries does not determine the success of learning speaking.

In relation to how learning speaking differs from learning writing, the students believed that learning speaking is different from learning writing as shown by the mean score 4.21 which belongs to high category. The finding of the interview gives additional information on how learning speaking differs from learning writing. In learning speaking, learners should have stronger mental as the hearer might comment on what and how they say. Unlike speaking, writing is done in a passive method which does not enable the readers comment directly right after the writer writes something.

*The difference is in term of mental. In speaking, as learners are afraid of making mistakes or unconfident, they will stop speaking, especially when other people underestimate them as they speak English but their English is not really good. In writing, people don't listen to them which makes it easier to practice. (Int./Q120)*

Those findings confirmed the theory proposed by Luoma (2004) that speaking happens as speaking is done in real time which requires immediate responds. Therefore, it can be summed up that learning speaking is different from learning writing.

In term of vocabulary, almost all of the students have a strong belief (4.33) that to successfully learn speaking, having adequate vocabularies is important. This

findings confirmed Luoma's finding (2004, p.16) pointing out that "Many rating scales for speaking include descriptions of vocabulary use, and at the highest levels these often talk about being able to express oneself precisely and providing evidence of the richness of one's lexicon". On the contrary, the interview showed different finding as follows:

*I don't think that vocabulary is influential as we can find other words we don't know (Int./Q64)*

The respondent did not believe that knowing vocabularies is important in learning speaking as she can alter words that she does not know. However, as the finding of the questionnaire and the theory are inline, it can be summarized that knowing vocabularies is important in learning speaking.

Similar belief is also held by the students in term of pronunciation in which knowing how words are pronounced correctly is also important. It is shown by the high category (4.18) for the pronunciation aspect. This finding confirmed what Luoma (2004, p.9) claimed "On the basis of what they hear, they make some tentative and possibly subconscious judgments about the speaker's personality, attitudes, home region and native/non-native speaker status". The initial judgment of the pronunciation basically depends on whether the speaker can pronounce words as native speakers do.

*So, pronunciation does not matter? / Yes (Int./Q57-58)*

In contrast to the finding of the questionnaire and the theory, the above data of the interview show that she believes that knowing the pronunciation of words is less important. This might happen as mispronunciation she makes does not interfere the



understanding that hearers have. However, as the finding of the questionnaire and the theory are inline, it can be summarized that knowing the correct pronunciation is important in learning speaking.

The students do not believe on the concept of grammar for learning speaking. Some of the participants believe that grammar plays less crucial role in learning speaking as shown by the mean score 2.58 which belongs to low category. The finding of the interview does not clarify this finding as the respondent believes that grammar plays a crucial role in learning speaking.

*Uhm, grammar, the matter of placing words (Int./Q54)*

The interview confirms Luoma's theory (2004) in that grammar commonly becomes one of the tools to measure learning progress that language learners have achieved. The progress can be seen from their improvement in using structures: from simple ones to complex ones, and the less error they make. Therefore, it can be concluded that grammar is important in learning speaking.

#### **d. Beliefs about Learning and Communication Strategies in Learning Speaking**

For learning strategies, almost all of the students strongly believe in cognitive strategy which is achieved through a lot of speaking practices. It is shown by the mean score 4.76 which belongs to very high category. However, the students believe that memorizing and code-switching do not become good strategies in learning speaking as they belong to low category (2.70 for memory strategy and

2.88 for compensatory strategy). These findings are supported by the finding of the interview:

*Yes, a lot of practices should be done. (Int./Q70)*

The respondent believes that practices contribute to the success of learning speaking. Oxford (1990) also states that learners who apply this strategy may focus on practicing the language they are learning. Therefore, learners should practice a lot in learning speaking.

In term of communication strategies, almost all of the students believe that they can describe unknown words using familiar words to maintain the conversation. It means that they believe in circumlocution communication strategy. It is indicated from the mean score 4.27 which belongs to high category for circumlocution communication strategy. The result of the interview also confirms that describing words is a great strategy in learning speaking.

*I will describe it if I can. (Int./Q64)*

Those findings confirmed a theory proposed by Thornbury (2005) that circumlocution is a communication strategy which can be employed in learning speaking. Therefore, it can be summed up that the students believe in circumlocution as a communication strategy in learning speaking.

The students also believe that word foreignizing and the use of all purpose words are good communication strategies in learning speaking. It is shown by the mean score 4.36 for word foreignizing and 4.12 for the use of all-purpose words, both of which belong to high category. The finding of the interview also showed

that the respondent believes in word foreignizing as she used the word modal to refer to *capital*.

*What is the English word of 'modal'? | Modal. (Int./Q69-Q70)*

These findings confirm Thornbury's theory (2005) that word foreignizing and the use of all-purpose words becomes a communication strategy in learning speaking. Thus, it can be summarized that the students believe in word foreignizing and the use of all-purpose words communication strategy in learning speaking.

The communication strategy which is believed very strongly is appealing for help communication strategy. The students believe that it does not matter to ask for help if they find difficulties in speaking. The finding is clarified by the interview.

*I will ask someone else if I don't know how to say something in English (Int./Q60)*

The respondent asks someone else for words she does not know which means that she employs appealing-for-help communication strategy. This finding is inline with Thornbury (2005). Therefore, it can be summed that the students believe in appealing-for-help communication strategy.

#### **e. Beliefs about Motivation in Learning Speaking**

Regarding motivation in learning speaking, the students believe that they learn speaking based on intrinsic/internal motivation. It is shown by the mean score 4.24 which belongs to high criteria. The participant of the interview also claims " *People who master English look more prestigious (...) (Int.Q126)*". It indicates that

intrinsic motivation encourages learners to learn speaking. Winke (2005) states that second or foreign language learning driven by intrinsic or internal motivation is done to fulfill personal reasons related to learning tasks, for example someone is learning English for pleasure or as it challenges him.

Another kind of motivation, instrumental motivation is strongly believed to motivate learners to learn speaking. It is shown by the mean score 4.58 which belongs to very high category for this kind of motivation. The result of the interview also supports the finding from the questionnaire.

*For those who work with International affairs and use English actively might be encourage to learn speaking; however, mostly people in Indonesia work in local level which doesn't urge them to learn speaking. (Int.Q128)*

The above result indicates that the need of learning speaking English for those who have jobs which need active English might motivate them to learn speaking. It means that they are motivated by instrumental motivation. The finding of the questionnaire and the result from the interview confirm the theory proposed by Brown (2001) who claims that instrumental motivation leads to impetus to learn a second or foreign language learning in order to obtain a practical goal, for example to pursue better career or to achieve academic goals.

For the last kind of motivation which is integrative motivation, the students tend not to be motivated by this kind of motivation. It is shown by the mean score 3.64 which belongs to fair category. Winke (2005) stated that language learners who base their learning in integrative motivation learn foreign languages for the sake of social or cultural goals. This motivation also integrates or connects foreign

language learners with target language speakers. They learn speaking as they would like to make friends with English native speakers. They also want to know the native speakers of English better.

From the findings above, it can be concluded that the students of Non-English Department believe that they are motivated by intrinsic and instrumental motivation. They learn speaking as they want to do so and expect to have a better career by mastering speaking. On the other hand, they tended not to believe that they learn speaking due to integrative motivation.

## **2. Manifestation of Beliefs in Learning Speaking through Speaking Practice**

The following section discusses the results of the qualitative data taken from the transcript of discussion. It covers two aspects: difficulties the participants faced during the discussion, and communication strategies they applied in the discussion. The results of the observation will be validated by the ones obtained from the interview. Lastly, some theories will be reviewed to confirm the results.

### **a. Difficulties in Speaking**

Gan (2012) reveals some difficulties in learning speaking caused by various factors: vocabulary, grammar, pronunciation, lack of speaking opportunity, unfocused curriculum, and input-poor environment. However, to find out the difficulties students faceD in speaking practice, the discussion will only focus on four difficulties: vocabulary, grammar, pronunciation, and lack of speaking opportunity since it is difficult to observe the effect of unfocused curriculum, and input-poor environment in a group discussion.

1) *Lack of Vocabularies*

To be able to speak in a target language, having adequate vocabularies of a target language and knowing how to use it in an appropriate context are a must. Without adequate vocabularies of a target language, speaking might not be fluent and meaning will not be well-conveyed.

In the observation, several situations in which members of Group A found difficulties in finding vocabularies were noticed. All of them altered their difficulties by mentioning the words in the first language (*Bahasa Indonesia*) and asked the other members of the group to help them find the English terms of the words they did not know. The situation in which members of Group A found difficulties in vocabulary is shown below.

*Uhm... I think we are don't... putus asa apa putus asa?  
(asking Dyah)... we are spirit....spirit and spirit again so we  
must promote (/promit/) the business we... eh... the  
business you, your business, example clothes or anything  
and... you no only promote (/promit/) about your business.  
(GA/ Dif/V/I)*

From the excerpts of the discussion above, it is shown that one of the members of Group A, Student D found it difficult to explain and shared her opinion when she came to the word *putus asa* which in English means *surrender* or *give up*. Instead of being silent for not knowing the English word, she mentioned the word she intended to say in *Bahasa Indonesia* so that her friends could help her find the English term.

Similar to what Student D faced during the discussion, Student B, another member of Group A, also found problem with unknown vocabulary in English.

When she shared her point of view on online business, she was stuck on the word *pembeli* in which the English word is *buyer*. She, then, asked Student C the English word of *pembeli*.

*Uhm... I think... I give the... explain with my product and explain that my product is very good and I... I... I need the meeting with her... meeting before he is deal for my... for my... pembeli apa? (asking to Dyah) (GA/ Dif/V/2)*

The last member who got difficulty with vocabulary is Student A, the only male member in Group A. When he wanted to say *ilmu* which in English is *knowledge*, he could not mention English term of *ilmu* as he did not know the word. To maintain the conversation, he mentioned the word in *Bahasa Indonesia* and asked Student D the English word of *ilmu*.

*For me, running online business but if I can business in organization maybe I will follow business in organization because online business (/bisnəs/) is we more time to sell our product and your customer will know your product and why I choose online and organization too because when I sell online and I follow organization I have a lot of experience and I maybe I get some... some... ilmu apa? (asking to Neny). (GA/ Dif/V/4)*

Not only the members of Group A who found difficulty with vocabulary, those who belonged to Group B also found the same problem. The problem can be seen from the excerpts of discussions of Group B written in the following part.

*I agree because uhm... in our country the people now, Indonesia is uhm... bawah (giving gesture that he's asking for help for the English word of bawah). (GB/ Dif/V/7)*

From the excerpt above, it was found that Student I got difficulty when he intended to say *bawah*. He gave his opinion about Indonesia which belongs to developing country. He said that Indonesia was in the low (*bawah*) level compared to other countries. As he did not know the English word of *bawah*, he made a gesture of asking question to the other members of the group so that they could help him.

Student I faced another problematic situation when he wanted to say some words. He did not know the English words of *yang bekerja* (who work), *mendapatkan* (get), and *perlindungan* (protection). Again, he merely mentioned the words in *Bahasa Indonesia* and asked the other students to help him. Student G then mentioned the English terms of those three words. The data are as followed:

*Maybe in Asia country, if you see to Eropa, eh, Europe or America, uhm... people from Indonesia... yang bekerja apa?. (GB/ Dif/V/8)*

*Oh, who work in America or Europe... mendapatkan?. (GB/Dif/V/9)*

*Oh, get... perlindungan apa perlindungan?. (GB/Dif/V/10)*

In the next phase of the discussion, Student G asked for each member's opinion about Indonesian migrant worker. When he wanted to respond to Student G' question, Student I found a problem again when he wanted to say *waktu* and *asas legalitas*. Then, he asked Student G to tell her the English terms of those two words and she helped him. This situation is shown in the following excerpt of discussions.

*Maybe, uhm... Saudi Arabia have uhm... legal justice... waktu ki opo?... menurut waktu. (GB/ Dif/V/11)*



*Asas apa asas? Asas legalitas. (GB/Dif/V/12)*

Another participant of the discussion in Group B who got difficulty in finding the English terms of particular words is Student E. She did not know the English word of *memperbaiki* which can be translated into *solve* based on her context. As she had no idea of the English word, she asked question to Student F, one of the members of Group B. It is shown in the excerpt of discussions below.

*But... but... I read in the online news the government of Arabian in Indonesia uhm... memperbaiki? (GB/ Dif/V/14)*

From the data presented above, it can be concluded that both Group A and Group B found difficulties in finding words in English. Though the data of the observation showed that vocabulary becomes a factor which makes speaking difficult, the respondent of the interview did not show a similar idea.

*Do vocabularies become a problem? | I don't think so.  
(Int./Q41 – Q42)*

The different findings might happen as the interviewee has adequate vocabulary to survive in speaking. Theoretically, Gan (2012) revealed that vocabulary is a factor which makes speaking difficult. Therefore, it can be concluded that vocabulary is a factor which makes speaking difficult.

## **2) Confusion with Grammar**

Grammar is believed to be a factor which might slow the progress of learning speaking. Those who put much concern of grammar while speaking might have a problem with fluency. Though it is believed so, it does not mean that

grammar is not important in speaking. Grammar will make it easier for interlocutors to understand intended meaning that speakers try to deliver. Therefore, grammar still plays crucial role in speaking.

Grammatical errors were found in the discussion that I observed. In Group A, some members made grammatical errors, some of which interfered the meaning and some did not. The data of grammatical errors found in the observation are stated in the following excerpts.

*I think I agree with your opinion. I think... I think... the business online is advantage because I think uhm... we must... we must promoted... hard promoted about the... the... business and we... we have much time about business and we must look it top for the business. (GA/Dif/G/1)*

The excerpt above showed that Student D made grammatical errors while producing spoken English. The errors became a problem as the intended meaning that she would like to transfer was not fully achieved due to the grammatical errors.

The errors not only interfered the message or meaning that she intended to share but also made the hearer confused. The following excerpt showed that Student B, whom Student D was talking to, had confusion when Student D asked her a question. The confusion was shown from the clarification that Student B gave to Student D about the question that she gave.

*Student B, are you running online business? Some people think that the... the... apa... the produsen much loyal with the customer. How... how do you think about this? (GA/Dif/G/2)*

During the discussion, each member made grammatical errors while they were producing English. However, not all of the errors influenced the meaning of

what the speakers wanted to say. It is shown in the following excerpt. When Student A was giving his point of view, he made grammatical errors, like double subjects and inappropriate use of *much* and *many*. Nonetheless, those errors were tolerable and did not interfere the meaning that he would like to transfer.

*The clothes I think no because clothes it's too much people sell clothes, shirt, or T-shirt. maybe I will sell shoes or denim, jeans. (GA/Dif/G/3)*

*I think I agree with your opinion. I think... I think... the business online is advantage because I think uhm... we must... we must promoted... hard promoted about the... the... business and we... we have much time about business and we must look it top for the business. (GA/Dif/G/1)*

Unlike grammatical errors Student A made which did not interfere the meaning, the ones made by Student D were a big problem as they made confusion for the other members who took part in the discussion. Also, Student D kept repeating what she said which resulted in influent speaking.

The data presented above showed that grammar becomes an important part which should be taken into account while speaking. Lack of grammar mastery will affect on the transferred meaning as well as understanding between speakers and hearers. The respondent of the interview also confessed that grammar makes it difficult to speak English as she considers it too much which eventually makes her remain silent.

*I am afraid of making wrong structures. I should have used another word. (Int./Q46)*

These data confirm what Gan (2012) found that grammar is a factor which makes speaking difficult. Therefore, grammar becomes a factor which makes speaking difficult.

### 3) *Confusion with Pronunciation*

One factor which distinguishes oral language and written one is pronunciation. Knowing how a word in a target language is pronounced correctly is a must for a language learner. Mispronunciation may result in a conveyed meaning which is different from the intended one. Therefore, mastery in pronunciation will be helpful in transferring meaning correctly.

Though pronunciation should be mastered by language learners, unfortunately some still find difficulty in pronouncing words correctly. The following excerpts showed that both Group A and Group B found problems with pronunciation of some words. The problems will be elaborated as follows:

*OK! I think it's more advantages (/edventegəs/) because we have uhh.. many time to...to...to work and it's only in a... one room that uhm... we only see a laptop. I think is.. is... business online is the advantages. And what do you think Student C? (GA/Dif/P/1)*

A member of Group A, Student B found a problem when she gave her opinion about online business. She mispronounced the advantages /edventegəs/ which actually should be pronounced /əd'vɑ:n.tɪdʒ/ or / əd 'væn.tɪdʒ/. Not only mispronouncing the word *advantages*, she also got problem with the pronunciation of the word *business*, as shown in the following excerpt. Appropriately, the word *business* should be pronounced /bɪz.nɪs/; nonetheless, she pronounced it /businez/

which was pronounced based on the pronunciation of each syllable in *Bahasa Indonesia*.

*Uhm... I agree with Ferisa opinion because we can... we can manage my time to... to... apa ya... to manage uhm... how to business and we can do anything like to do the business (/businəs/). What do you think Student D? (GA/Dif/P/2)*

Another word which was incorrectly pronounced is the word *liar*. When Student B continued giving her opinion relating to online business, she gave her point of view on the existence of liars in online business. The problem rose up as she pronounced the word *liar* as /liər/ instead of /lai.ər/. The datum is as follows:

*And what's your solution about if business online is many uhm... liar... (/liər/) and she was in doubt in the pronunciation. So, she might have thought that her friend didn't understand it so she, then, said pembohong as the translation of liar.) (GA/Dif/P/3)*

Besides Student B, other members of Group A also found difficulty in pronouncing words correctly, one of whom is Student C. When she gave her point of view about online business, she made error in the pronunciation of the word *running* as she pronounced it as /runɪŋ/. The word *running* should be pronounced as /rʌn.ɪŋ/. The difficulty with pronunciation is shown in the excerpt below.

*Liar (/liər/), liar (/laiə(r)/). What do you think? (GB/Dif/P/4)*

Along with Student C, Student A also found difficulty when he was about to say *product* in English. Instead of pronouncing it as /prɒd.ʌkt/ as the correct

pronunciation of the word *product*, he pronounced it as /prɒduk/ which might have been decided as it is pronounced so in *Bahasa Indonesia*.

*For me, when there is liar... liar... (emphasizing if the pronunciation is correct) try to believe... or... I run online business. First, I will ask him or she to... uhm... transfer first if to see if his or she...(thinking)...seriously buy my produk /prɒduk/. And after she or he transfers, I will check the bank or from my cellphone, so I send the produk. Well, sometimes there's a costumer trying to... lie... to seller. Like this, I want to buy your product but first you must send the produk because I think I am not trust you. Maybe you are uhm... just a... lie but if you have experience in business online, you will say "no, first transfer your rupiah to my account bank so I send your item to your house. (GB/Dif/P/7)*

From the data presented above, the participants of the discussion had mispronunciation of some words when they were giving their point of view on the given topic. The mispronunciation was mainly due to identical pronunciation as they had in their first language, *Bahasa Indonesia*. The participant of the interview supports these results that pronunciation makes speaking difficult as it should be correct.

*In my opinion, learners are unconfident as they should have good structures and correct pronunciation. It makes them remain silent though actually they have something to say. (Int./Q36)*

Those data are in line with the finding that Gan (2012) has in which pronunciation makes speaking difficult. Thus, it can be summarized that the students faced difficulty on pronunciation in their speaking practice.

#### 4) *Lack of Speaking Opportunity*

Having conversation in a real situation requires ability to engage in the conversation. The engagement can be fulfilled from active participation of interlocutors, e.g. turn-taking, as well as a given opportunity to others to engage in the conversation. Both of them are important, yet, in this research, I only focused on researching the given opportunity to each member of the groups during the discussion.

Both groups consist of mixed-ability students in speaking. Some of them are active and some are passive. In Group A, speaking opportunities were shared to each member as she gave their opinions and asked the others as well. After the topic of the discussion was revealed, Student B gave her opinion about the given topic. After she gave hers, she asked Student C's opinion about the same topic. The group member did not dominate the discussion. Instead, they took turn in sharing their points of view on the topic. It is shown in the following excerpt.

*OK! I think it's more advantages (/edventegəs/) because we have uhh.. many time to...to...to work and it's only in a... one room that uhm... we only see a laptop. I think is.. is... business online is the advantages. And **what do you think Student C?** (GA/Dif/Lack/1)*

The same situation was also shown in Group B. After the topic of the discussion was given, Student G, the first group member who responded to the topic, gave her opinion about the topic. After finishing giving her ideas, she asked the other members of the group to share theirs. Student I, then, responded to Student G question. The following excerpt showed the above situation.

*I know that Rupiah is the lowest money in the world. **How about you? How about you?** (GB/Dif/Lack/2)*



*But now how about the protection for Indonesian people who work in other country. Protection for the others. What do you think? TKI or TKW who work in other country but they not receive any protection, like that. **What do you think about that?** (GB/Dif/Lack/3)*

From the data taken during the discussion which I observed, each member of the group made use of the opportunity they had to actively participate in the discussion without dominating the discussion. They also gave opportunity to other members of the group to speak up and gave their points of view. Everyone in the group got opportunity to speak and to share their ideas. Therefore, they did not have difficulty in speaking due to lack of opportunity in speaking English.

#### **b. Communication Strategies Employed in Speaking**

Strategies in oral communication need to be employed to help speakers transfer meaning and information to interlocutors. Eight communication strategies have been reviewed previously; those are circumlocution, word coinage, word foreignizing, approximation, use of all-purpose words, code-switching, appealing for help and paralinguistics. The obtained results for each strategy will be presented and elaborated.

##### **1) Circumlocution**

Circumlocution is the strategy used by learners when they find difficulties in getting particular words in the target language. Those who employ this strategy



alter the unfamiliar words in target language with the description of the words to help interlocutors get the meaning of what they intend to deliver.

One of the participants belonging to Group B, Student A employed this communication strategy when he had the group discussion with four other participants. It is shown by the excerpt of discussions below.

*From where you business online? **Maybe from Facebook, Twitter, or BBM?** (GA/Com.Stra/Circum/1)*

To give clearer understanding and help the interlocutor understand his question, Student A gave examples of the media that he aimed to ask whether it is Facebook, Twitter, or BBM or BlackBerry Messenger. Giving examples as one of types of description is included into circumlocution communication strategy. Thus, it can be said that Student A has employed circumlocution as his communication strategy.

The respondent of the interview confirmed the results of the observation as she also employs circumlocution communication strategy by describing words she does not know in English. She says, “I will describe it if I can”. (*Int./Q64*). The two results are inline with communication strategies in speaking proposed by Thornbury (2005). Therefore, it can be concluded that circumlocution becomes a communication strategy employed by students in speaking practice.

## **2) Word Coinage**

Word coinage is a communication strategy in which a learner creates words in the target language based on his knowledge of morphological rules, e.g.

*vegetarianist* for *vegetarian* (*vegetarianist* is not stated in dictionary). This strategy might appear as learners have already had existing knowledge on how a word is formed.

In the discussion that Group A had, one of the participants of the discussion, Student C employed this communication strategy. While she was delivering her ideas about online business, she used the word *produsen* to refer to someone who produces something. Apparently, the word *produsen* does not exist in English. This phenomenon might happen as in *Bahasa Indonesia*, someone who produces something is called *produsen*. In fact, the word *produsen* might be thought as an English word as it derives from the word *produce* which does exist in English. The following excerpt showed the word-coinage strategy employed by Student C.

Student B, are you running online business? Some people think that the... the... *what-is-it*... the ***produsen*** much loyal with the customer. How... how do you think about this?  
(GA/ Com.Stra/W.Coin/1)

From the data presented above, it can be seen that word-coinage becomes one of communication strategies employed by students during their speaking practice. The interview also showed that the respondent employs word coinage communication strategy.

*Investasi? / Investation. (Int./Q67 – Q68)*

Though it is not directly stated, it can be seen that she employs this strategy as she mentions *investation* as the English word of *investasi* which should actually be *investment*. These results confirmed Thornbury's theory of communication strategies (2005) in which word coinage becomes a good strategy in learning

speaking. Thus, it can be concluded that word coinage becomes a communication strategy employed by students when they have their speaking practice.

### 3) *Word Foreignizing*

Another communication strategy which can be applied during speaking practice is word foreignizing. Word foreignizing is a strategy in which learners use their first language words by adjusting it to target language phonologically. As an example, the word *modal* exists both in *Bahasa Indonesia* and English. The use of word foreignizing might be in form of turning Indonesian word *modal* (meaning capital) into the English sounding *modal* /'modəl/ which in fact has different meaning.

Student D, one of the participants in Group A employed this communication strategy. Here is the excerpt of the discussion.

***Consumen or... konsumen liar?***  
(GA/Com.Stra/W.Foreign/1)

She used the word *consumen* while explaining her thought relating to online business. She pronounced the word *consumen* as if it is an English word; it is not. As she adjusts the word *consumen* like an English word phonologically, Student D has employed word foreignizing as a communication strategy. The result of the interview triangulates the finding of the observation.

***What is the English word of 'modal'?*** | *Modal (Int./Q69 – Q70)*

The participant mentions the word *modal* (pronounced like an English word) to refer to *capital*. To translate *modal* in *Bahasa Indonesia*, she pronounced

the word like an English word /mɒdəl/. Therefore, it can be summed up that word foreignizing is employed by the students in their speaking practices.

#### 4) *Approximation*

Approximation becomes a communication strategy to survive when a speaker finds difficulty with vocabularies while speaking. This strategy is employed when an unfamiliar word is altered using another related word. As an example, when it comes to *workbench* and a speaker has no idea on the appropriate term of *workbench*, approximation strategy will lead to *work table* as the alternative of the word *workbench*.

In the group discussion which I observed, I found students who used approximation communication strategy while they were speaking. In the following discussion excerpt, Student A, who joined Group A, used alternative when he aimed to say *money*. Instead of saying *money*, Student A mentioned *Rupiah* which is an Indonesian currency. The datum is as follows:

*(...) lie but if you have experience in business online, you will say "no, first transfer your **rupiah** to my account bank so I send your item to your house.. (GA/Com.Stra/Approx/1)*

Approximation communication strategy was also found in Group B. When explaining about the position of *Rupiah* compared to other currencies, Student G said that *Rupiah* belongs to the lowest *money*. Contextually, the word *money* is not appropriate as it should be *currency*. It means that Student G has employed

approximation communication strategy as she altered the word *currency* to *money* as shown in the following excerpt.

*I know that Rupiah is the lowest **money** in the world. How about you? How about you? (GB/ Com.Stra/Approx/4)*

Besides Student G, another student in Group B who employed approximation communication strategy is Student I. When explaining sentences or punishments applied based on Arabic legal system, he mentioned the words *qanan* and *qhisos*. Those terms refer to sentences or punishments in Arabic legal system. It is shown in the following excerpt of discussion.

*Legality, not social legality, like that. Uhm... and... they make **qanon**. (GB/ Com.Stra/Approx/5)*

*Not **qhisos**? (GB/ Com.Stra/Approx/6)*

From the data shown in the excerpts above, students employ approximation communication strategy when they practice speaking. They alter some words which are unfamiliar or unknown to words which are related to the words they intend to say. It can be concluded that approximation becomes a communication strategy employed by students during speaking practices.

*What is the English word of 'mata uang'? | I don't remember Miss | Currency. If you deal with a typical problem, what will you say to maintain the conversation? | Perhaps, money in Indonesia or Rupiah (Int./Q71-Q74)*

From the excerpt of the interview above, it can be seen that the respondent also employed approximation communication strategy as she alter the word *currency* into *money in Indonesia* or *Rupiah* (Indonesian currency). Thus,

approximation is employed by the students as a communication strategy they use in speaking practices as what has been proposed by Thornbury (2005).

### 5) *The Use of All-Purpose Words*

Filling out gaps in speaking which may be caused by lack of vocabularies or other hampering speaking factors can be done by the use of some words like *thing, stuff, make, do, what-do-you-call-it*, or *what-is-it* to compensate silence or thinking periods. When it is done, it means that a speaker has compensated a communication strategy namely *the use of all-purpose word* communication strategy (Thornbury, 2005).

In the observation done in Group A, I noticed that Student C employed this communication strategy when she was sharing her point of view about online business. While thinking of what to say, she filled out the speaking gap by saying *what-is-it*. This expression is a kind of all-purpose words. The excerpt showing the use of this communication strategy is stated as follows.

*Uhm... I agree with Student B's opinion because we can... we can manage my time to... to... what is it... to manage uhm... how to business and we can do anything like to do the business (/businəs/). What do you think Student D? (GA/ Com.Stra/All-Purp/1)*

Besides Student C, Student D, who also belongs to Group A, employed this kind of communication strategy as well while delivering her ideas on online business. Like Student C, Student D mentioned the same all-purpose word that Student C said to fill out the gap of speaking. The difference is that unlike Student

C who used the all-purpose word only few times, Student D mentioned *what-is-it* repeatedly. It is shown in the excerpt below.

*Student A, what do you think if you to be a konsumen but you... you...not... you... what-is-it... you don't get the produk?. (GA/ Com.Stra/All-Purp/2)*

The data about the use of all-purpose words while the students were having the group discussion as presented above showed that the use of all-purpose word communication strategy becomes a strategy which is used by students in speaking practices. The participant of the interview supports this result as she says “I usually say 'uhhhmmm' (Int.Q75)”. It can be concluded that the use of all-purpose words is a good communication strategy in speaking.

#### **6) Code Switching**

Dealing with difficulties of unknown vocabularies may hamper speaking process. In this situation, some situations in which learners deliver meaning in their first language are possibly found. It is not totally wrong as this kind of strategy called code-switching communication strategy, does exist. Code-switching communication strategy is a strategy in which learners use L1 words or expressions to deal with unknown vocabularies.

Student B mentioned while she was giving her point of view on online business is PHP, which is an Indonesian slang abbreviation of *Pemberi Harapan Palsu* (the giver of fake hopes). She stated that customers of online business might become a giver of fake hopes in which they ordered something but they did not pay for it. The datum is as follows:

*Customer is the... only **PHP**, you know **PHP**? (PHP is Indonesian slang which means 'fake hope'). (GA/ Com.Stra/C.Switch/1)*

Besides Student B, Student C, who belongs to the same group as Student B, also employed code-switching communication strategy when she was speaking English. She mentioned two Indonesian words: *polisi* and *produsen*. The word of *polisi* refers to police officer and the word *produsen* refers to someone who produces something. Based on my observation, Student C did not seem to be doubtful or confused in mentioning those words; therefore, I assumed that Student C thought that those words are English words; actually they are not. The datum is as follows:

*Student B, running (/rʌniŋ/) online business not only just in Indonesia but you can do it in the world and if someone lie to you, you can... you can... you can call **polisi** or you must if you to be a **produsen**.. (GA/ Com.Stra/C.Switch/2)*

In the next conversation that Group A made, I found that Student B employed code-switching communication strategy again. When her friend asked her a question, she was not really certain with the question, so she clarified it. In clarifying the question, she said in *Bahasa Indonesia* *produsennya loyal?* (Is the producer loyal?) instead of English. It is shown in the following excerpt of discussion.

*(clarifying to Students D in Bahasa Indonesia)  
Produsennya loyal? (GA/ Com.Stra/C.Switch/4)*

Also, she employed code-switching communication strategy again by mentioning another Indonesia word. When she was talking about online business



that she ran, she explained that she ran her business when she had no class. To express that idea, she said that she ran her business when her class was empty. Nevertheless, she seemed to be unsure with the diction of *empty*; therefore, she translated into *Bahasa Indonesia* by saying *kosong*, which is the translation of *empty*. The excerpt is as follows:

*I manage the time is a... after studies. For example, if the empty (/empati/)... empty... **kosong**... studies in the law I use it to business online for example in the night or in the afternoon after study. I think it. (GA/ Com.Stra/C.Switch/6)*

Later, Student B used her first language again when she talked about her customers in online business. She said that her customers were her friends when she was in high school. Before mentioning high school she mentioned the term in *Bahasa Indonesia* which was *SMA*, an Indonesian word of *senior high school*. It is shown in the following excerpt.

*In really, I think my business online... it's not far from the Facebook but my friend... temanku sendiri ki opo?. It's from my best friend in the **SMA**...eh...senior high school or (...). (GA/ Com.Stra/C.Switch/7)*

In the next phenomenon, I also found that Student C used code-switching again to survive in the conversation she made with Group A. she said that she did not have time to run business or to join student organization as she was too busy being a *tentor*. The word *tentor* does not exist in English. Instead, it is an Indonesian word which has the same meaning as *tutor* in English. Therefore, she should have mentioned *tutor*, instead of *tentor*. The following is the excerpt for the phenomenon.

*I can run with my online business and my organization. I will do that but I can... I choose running organization in my life because I don't have many time to manage my organization and to be a **tentor**. (GB/ Com.Stra/C.Switch/9)*

Not only the students in Group A who employed code-switching communication strategy, those who belonged to Group B also employed code-switching communication strategy. The first student who used *Bahasa Indonesia* as her first language is Student G. She asked a question to her friends on the issue of protection for Indonesian migrant workers. Instead of saying *Indonesian migrant worker*, she said *TKI* (male Indonesian migrant worker) or *TKW* (female Indonesian migrant worker). The excerpt of discussions is as follows:

*But now how about the protection for Indonesian people who work in other country. Protection for the others. What do you think? **TKI or TKW** who work in other country but they not receive any protection, like that. What do you think about that? (GB/ Com.Stra/C.Switch/10)*

Besides Student G, Student I also used *Bahasa Indonesia* when having conversation with Group B. She compared the protection between Europe and America. In saying Europe, she mentioned the term by saying *Eropa* which is an Indonesian word of Europe. The excerpt is as follows.

*Maybe in Asia country, if you see to **Eropa**, eh, Europe or America, uhm... people from Indonesia... (GB/ Com.Stra/C.Switch/11)*

Another phenomenon of the use of code-switching communication strategy was done by Student H. She talked about Indonesian Ambassador who helped Indonesian migrant workers in other countries. Instead of saying Indonesian Ambassador, she mentioned the Indonesian term of it which is *Duta Indonesia*. It is shown in the following excerpt.

*In Malaysia, if we work in their country, we protect with **Duta Indonesia** (GB/ Com.Stra/C.Switch/12)*

The above data have proven that students employ code-switching communication strategy when they are dealing with unknown vocabularies. They will mention the words they intend to say in *Bahasa Indonesia* as their first language to alter the English terms they do not know.

*Frequently, Miss. As I have a discussion with Indonesians, I will ask them in Bahasa Indonesia if I have a problem to express what I want to say. (Int./Q78)*

The above excerpt of the interview clarifies the finding of the observation in that the respondent also use *Bahasa Indonesia* in her speaking practices if she does not know some words in English. Thus, it can be concluded that the students employ code-switching communication strategy in their speaking practices

#### 7) *Paralinguistics*

Making a gesture like mime, facial expression, or hand movement can be helpful to help speakers deliver intended meanings to hearers if particular words which are about to say are unknown. This kind of strategy is called paralinguistics, a strategy in which a speaker employ the use of mime, gestures, facial expression, or sound imitation to convey the intended meaning.

In the observation, I found two students who employed this communication strategy. The first student who employed it is Student B who belonged to Group A. When Student B was about to say the word *calling* or *phoning*, she seemed to forget the word in English; therefore, she made a gesture of making a phone call using her right hand. The strategy that Student B used worked well as after she made the

gesture, her friend helped her by saying *calling*. The excerpt of the discussions is as follows:

*For buying (/buying/) my produk. I, before it, I, eh, we, eh, I meeting with it. If the far, I... I... (making gesture of calling using her right hand). (GA/ Com.Stra/Para/1)*

Besides Student B who belonged to Group A, Student G who joined Group B also employed paralinguistics communication strategy. While she was giving her idea on death penalty that an Indonesian migrant worker was about to have, she intended to say the kind of the death penalty which is beheaded punishment. However, she had no idea for the specific term of the punishment. Then, she tried to maintain the discussion by making a gesture of killing using her right hand on her neck. It is shown in the following excerpt of discussions.

*Indonesia Ambassador. And how about, you know Satinah? He would be,uhm... (showing gesture of “penggal” using her hand on her neck). (GB/ Com.Stra/Para/2)*

The data presented above showed that students who found difficulty in expressing their ideas used mime, gesture, facial expression, or sound imitation to make their interlocutors understand what they wanted to say. Therefore, paralinguistics communication strategy has been proven to be used in speaking practices by students. In contrast to the finding of the observation, he respondent rarely uses gesture in speaking practices.

*I rarely use gestures. I only move my hand. (Int.Q80)*

She does not say that she never uses it. She uses gesture more to ask for help from the interlocutor. Thus, it can be concluded that the students employ paralinguistics communication strategy in their speaking practices.

### 8) *Appealing for Help*

Having difficulties on how to express something in English due to lack of vocabularies or grammar or structure knowledge becomes a common phenomenon which happen to English learners. Some of them survive in a conversation by expressing things in English using existing knowledge they have; some others rely on the help of others. Asking for help during speaking is a communication strategy called *appealing for help* communication strategy. When confused during speaking due to lacks of vocabulary, foreign language learners can use this strategy by asking for help to other students or teachers, e.g. by saying *how do you say?*.

During the observed discussion, some students employed appealing-for-help communication strategy. In Group A, Student B asked for help from Student C when she had a difficulty with the English word of *buyer*. As she asked Student C the term, Student B had employed appealing-for-help communication strategy. The datum is as follows:

*Uhm... I think... I give the... explain with my product and explain that my product is very good and I... I... I need the meeting with her... meeting before he is deal for my... for my... **pembeli apa?** (asking to Student C). (GA/Com.Stra/Help/2)*

Later, Student A who belonged to the same group as Student B also used appealing-for-help communication strategy. When he was giving his point of view, he found an unknown vocabulary of *ilmu*; therefore, she asked for help from Student D for the English word of *ilmu*. This strategy worked well as Student D said *science*

though contextually it was inappropriate as it should have been *knowledge* instead of *science*. The excerpt is as follows:

*For me, running online business but if I can business in organization maybe I will follow business in organization because online business (/bīsṇəs/) is we more time to sell our product and your customer will know your product and why I choose online and organization too because when I sell online and I follow organization I have a lot of experience and I maybe I get some... some... **ilmu apa?** (asking to Student D). (GA/Com.Stra/Help/2)*

Students in Group B were also found employing appealing-for-help communication strategy. The first student in Group B who used this strategy is Student I. When explaining about the position of Indonesia compared to other countries, Student I intended to say that Indonesia belonged to a low level country. He found difficulty to say *low*, so he said the word in *Bahasa Indonesia* (*bawah*) and asked his friends the English term of *bawah*. It is shown in the following excerpt of discussions.

*I agree because uhm... in our country the people now, Indonesia is uhm... **bawah** (giving gesture that he's asking for help for the English word of bawah). (GB/Com.Stra/Help/7)*

In the next phase of discussion, Student I dealt with similar problem in which he had no idea on some English words that he intended to say. The first word that he did not know the term in English was *waktu* which is in English is *time*. The next unknown word that he faced was *asas legalitas* (the principle of legality). To solve his problem with those unknown vocabularies, Student I asked his friends belonging to the same group the English terms for those words. Then, Student G helped him by saying *time* and *legality*. The excerpt of the discussions is as follows:

*Maybe, uhm... Saudi Arabia have uhm... legal justice... waktu ki opo?... menurut waktu. (GB/Com.Stra/Help/11)*

*Asas apa asas? Asas legalitas (GB/Com.Stra/Help/12)*

The last student in Group B who employed appealing-for-help communication strategy was Student E. When she intended to say *memperbaiki*, she asked Student F the English term of the word as she herself did not know what it was in English. Though Student F did not know the English word of *memperbaiki* as well, it has been proven that Student E had employed appealing-for-help communication strategy as she asked for other's help in speaking. It is shown in the following excerpt.

*But... but... I read in the online news the government of Arabian in Indonesia uhm... memperbaiki?.*  
(GB/Com.Stra/Help/14)

The data presented above showed that the students tended to ask their friends to help them find the English words that they did not know. Therefore, it can be concluded that appealing-for-help communication strategy is employed in speaking practices. This result is also supported by the finding of the interview.

*I will ask someone else if I don't know how to say something in English. (Int./Q60)*

The respondent also asks question to her interlocutor when she deals with unknown English words. Thus, it can be concluded that the students employ appealing-for-help communication strategy in their speaking practices as what has been proposed by Thornbury (2005).



## CHAPTER V

### CONCLUSION, IMPLICATION, AND RECOMMENDATION

This chapter is divided into three sections. The first section covers the conclusion based on the research findings which have been elaborated in the previous chapter. The second section deals with pedagogical implication for instructors and learners of speaking. The last section presents recommendation for further studies regarding learner's beliefs in learning speaking.

#### A. Conclusions

This study was conducted to explore the beliefs that Non-English Department students hold in learning speaking. The exploration was based on five areas of beliefs, those are aptitude in learning speaking, difficulties students faced in learning speaking, nature of learning speaking, learning and communication strategies employed in learning speaking, and motivation students had in learning speaking. This study has also sought to find out whether the beliefs they hold are manifested in the real speaking practices. The manifestation was based on the difficulties they faced when they had a group discussion and the communication strategies they employed in the speaking activity. Basically, the current study sought to answer two research questions: 1) What are the beliefs of Non-English Department Students in learning speaking?, and 2) How do Non-English Department Students manifest their beliefs in a speaking practice?

The findings of the current study were summarized empirically in Chapter IV. This section will synthesize the empirical findings to answer the first research



question: *What are the beliefs of Non-English Department students in learning speaking?*

*1. Beliefs about aptitude in learning speaking*

Non-English Department students tend not to believe (mean 3.91) that people who will learn speaking must own a special ability to successfully learn it. They also do not believe that women are better at learning speaking than men (mean 2.85) as both genders have similar possibility to succeed in learning speaking. However, though gender has nothing to do with the possibility of a successful learner in speaking, in term of age, they believe (mean 4.27) that children has higher possibility to learn speaking successfully than adults. Lastly, to successfully learn speaking, the students believe that subject interest does not influence their success in learning speaking as shown by the mean 2.33.

Theoretical cases for deeper understanding to the above findings therefore require revisiting. Ellis (2008) points out that women is superior than men in learning as they show better standard in learning and are more open to new language inputs. This current study then contradicts that of Ellis (2008) as it has shown that gender does not influence the possibility of success in learning speaking. The research has also shown that children have greater possibility to successfully learn speaking. It is consistent with the theory of Harmer (2007). Lastly, a special ability tends not to determine the success in learning speaking. It is also inline with what Mori (1999) found that the beliefs on the existence of a special ability in learning tend to cause anxiety in learning.

2. *Beliefs about difficulties in learning speaking*

Non-English Department students strongly believe (mean 4.55) that the factor which makes learning speaking difficult is lack of practice. In addition, lack of opportunity to speak also contributes to make it difficult (mean 4.24). They also tend to believe that grammar (mean 3.91) causes more problems in their process of learning speaking rather than lack of vocabulary (mean 3.24) and confusion with pronunciation (mean 3.09). Though curriculum plays an important role in learning, the students believe (mean 2.97) that unfocused curriculum makes learning speaking difficult.

The findings of the current study confirm that of Gan (2012) which revealed that lack of practices, lack of opportunity, and grammar becomes factors which make learning speaking difficult. However, the findings of the current study which revealed that lack of vocabularies, pronunciation, and unfocussed curriculum do not cause problems in learning speaking contradict that of Gan (2012).

3. *Beliefs about the nature of learning speaking*

Non-English Department students do not believe that knowing the culture of English (mean 3.36) and language immersion (mean 3.33) are important in learning speaking. Also, grammar plays less a crucial role in learning speaking as shown by the mean 2.58. The aspects which are believed important in learning speaking are vocabulary (mean 4.33) and pronunciation (mean 4.18). They also believe that learning speaking is different from learning writing (mean 4.21) though they belong to productive skills.

This study has reported that vocabulary and pronunciation are important in learning speaking. It confirms Richards and Lockhart (1996). However, it also contradicts the same theory as Richards and Lockhart (1996) claim that grammar is important while this study shows that it is not. This study is consistent with Luoma (2004) in that learning speaking is different from learning writing.

#### 4. *Beliefs about learning and communication strategies*

Non-English Department students strongly believe that cognitive strategy achieved through a lot of practices (mean 4.76) is better employed in learning speaking than the other two strategies. They also believe that circumlocution (mean 4.27), word foreignizing (mean 4.36), the use of all purpose word (mean 4.12), paralinguistics (mean 4.33), and appealing for help (mean 4.42) are communication strategies suitably employed in learning speaking. The only strategy which should not be employed when they learn speaking is code switching (mean 2.88).

The finding of the current study which shows that cognitive strategy is better employed in learning speaking is consistent with that of Oxford (1990). While in term of communication strategies, the findings which shows communciation strategies, except code switching, confirm the theory that Thornbury (2005) has proposed.

#### 5. *Beliefs about motivation in learning speaking*

Non-English Department students believe that intrinsic motivation (mean 4.24) encourages them to learn speaking. In fact, the research has shown that they are strongly motivated by instrumental motivation (mean 4.58) in which they

expect to have a better career by mastering speaking English. Nonetheless, they tend not to believe that integrative motivation encourages them to learn speaking.

Though Winke (2005) claims that integrative, instrumental, and intrinsic types of motivation might motivate students in learning speaking, this current study partially confirms the theory as it has reported that only intrinsic and instrumental motivations motivate them in learning speaking.

Secondly, the results of the current study has also been synthesized to answer the second research question: *How do Non-English Department students manifest their beliefs in learning speaking.*

*1. Difficulties in speaking practice*

Non-English Department students found some difficulties in their group discussion I observed. They found difficulties with vocabularies, grammar, and pronunciation when they had speaking practices. Nevertheless, lack of opportunity in speaking did not become a difficulty they faced in speaking practices as mostly they took turn in speaking.

The above results showing that vocabularies, grammar, and pronunciation become factors which make learning speaking difficult are consistent with what Gan (2012) has found. However, the finding that lack of opportunity does cause problems in speaking contradicts that of Gan (2012).

*2. Communication strategies employed in speaking practice*

Similar to their beliefs in communication strategies in learning speaking, Non-English Department students employed circumlocution, word coinage, word

foreignizing, approximation, the use of all-purpose words, appealing for help, code switching and paralinguistics in their speaking practices.

In the speaking practice, the current study has shown that the eight communication strategies were employed by the students. These results are consistent with Thornbury (2005). The surprising result in this observation is that the students believe that code switching is not a suitable strategy employed when they are learning speaking; however, in the speaking practice, they frequently employed this communication strategy.

## **B. Implications**

This section presents the implications of the current study. It is addressed to all instructors or teachers who facilitate their students in learning speaking. Besides, the implications are also addressed to students who learn speaking in relation to the beliefs they hold in learning it.

As instructors who facilitate students in learning speaking, they should really understand that each student might have different beliefs though all of them have the same goal which is to learn speaking. They should figure out the beliefs that each student holds about learning speaking. They can conduct mini interview or distribute questionnaire to know the beliefs that each student has. Horwitz (1985), Buyukyazi (2005), and Ellis (2008) assert that knowing the beliefs that students hold is important. By knowing what they believe, teachers can provide different treatments needed by each student in learning speaking based on their

beliefs. Therefore, it is expected to contribute to learners' success of learning speaking.

The students who are learning speaking or are about to learn speaking need to know their beliefs of learning speaking. Therefore, they can know which beliefs support their learning process and which hamper their learning success. By knowing their beliefs they can maintain the beliefs which contribute to their learning process and change the ones which hamper their learning success. In addition, learners can make adaptation (Pajares, 1992) to the process of their speaking learning if they know the beliefs they hold.

### **C. Recommendation**

The recommendation I offer is taken from the limitations of my study. This recommendation is expected to lead other researchers to conduct further research on learners' beliefs or learning speaking focusing on some scopes which are not covered in this study to complete it.

As this research only focuses on a particular level of English, further research is expected to focus on broader level of English. Other researchers can study the beliefs that students in beginner and advanced level hold in learning speaking. This research might give different point of view in learning speaking with different beliefs.

Besides broadening the level of students to be researched, the speaking activities used to see the manifestation of their beliefs should be made differently. As this study used a group discussion to find out the manifestation of the beliefs

that students of Non-English Department hold, other researchers can use different speaking activities to see the manifestation of beliefs. Instead of a group discussion, they can use one-to-one interview, a role play, presentation, and other speaking activities to see the manifestation of learners' beliefs.



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**Appendix 1. Statistical Analysis of the Questionnaire**

No	Statement	SB	B	N	D	SD	$\Sigma f$	Mean
1	It is easier for children than adults to learn speaking English.	55	72	12	2	0	141	4.27
2	Some people have a special ability for learning speaking English.	65	48	21	2	0	136	4.12
3	I don't have adequate vocabulary to speak English.	5	56	33	12	1	107	3.24
4	Considering grammar makes me difficult to speak up.	60	36	30	2	1	129	3.91
5	It's confusing to pronounce some words in English.	10	60	12	16	4	102	3.09
6	Indonesian people are good at learning speaking English.	30	28	54	2	1	115	3.48
7	Memorizing is a good strategy to learn speaking.	15	36	12	18	8	89	2.70
8	It is necessary to know about English-speaking cultures in order to speak English.	40	40	18	8	5	111	3.36
9	It is important to practice a lot in learning speaking.	135	20	0	2	0	157	4.76
10	It is easier for someone who already speaks a foreign language to learn another one.	45	48	21	10	0	124	3.76
11	People who are good at mathematics or science are not good at learning speaking English.	10	0	33	28	6	77	2.33
12	It is best to learn English in an English-speaking country.	45	36	12	12	5	110	3.33
13	It's OK to switch in mother tongue when speaking.	15	28	33	14	5	95	2.88
14	It's OK to describe a word that we don't know the term in English.	55	80	6	0	0	141	4.27
15	I believe I can learn speaking faster if I have more opportunity to practice it.	70	52	18	0	0	140	4.24
16	I have a special ability for learning speaking English.	25	68	27	4	0	124	3.76
17	The most important part of learning speaking English is learning vocabulary words.	80	56	6	0	1	143	4.33
18	In learning speaking, we must know exactly words and their pronunciation.	85	44	15	0	0	144	4.36

19	Women are better than men at learning speaking English.	15	12	51	12	4	94	2.85
20	Indonesian people feel that it is important to speak English.	45	48	27	2	2	124	3.76
21	I often use words like <i>ehmm</i> or <i>what is it</i> when speaking.	65	48	21	2	0	136	4.12
22	The use of mime, gestures, facial expression, or sound imitation is important to convey the intended meaning	80	52	9	2	0	143	4.33
23	The most important part of learning speaking English is learning the grammar.	0	36	27	14	8	85	2.58
24	I would like to learn speaking English so that I can get to know Americans better.	10	32	48	10	2	102	3.09
25	Speaking learning in my school merely focus on giving knowledge of English rather than giving opportunity to use it in real communication.	25	24	30	14	5	98	2.97
26	If I am confused about what to say in English, I can ask for help to my teacher or my friends.	85	52	9	0	0	146	4.42
27	Learning speaking English is different from learning writing.	65	56	18	0	0	139	4.21
28	The most important part of learning speaking English is learning how to pronounce words as English native speakers do.	50	76	12	0	0	138	4.18
29	If I learn speaking English very well, I will have better opportunities for a good job.	105	40	6	0	0	151	4.58
30	People who speak more than one language are very intelligent.	50	28	33	6	2	119	3.61
31	I want to learn to speak English well.	125	28	3	0	0	156	4.73
32	I would like to have American friends.	75	44	18	0	1	138	4.18
33	Everyone can learn to speak English.	130	20	6	0	0	156	4.73
34	I can learn speaking faster if I have partners to practice it in daily life.	105	36	9	0	0	150	4.55

## **Appendix 2. Observation Guideline**

### **OBSERVATION GUIDELINES**

The observation will focus on observing students' responses towards speaking activities. The observed aspects should be mainly based on five areas of beliefs. However, as it is difficult to observe aptitude in learning speaking, the nature of learning speaking and students' motivation through speaking practice, the observation will only focus on two areas of beliefs in learning speaking; those are difficulty in speaking, and communication strategies in speaking.

1. What difficulties were faced by students during the speaking practice? Are they vocabulary, grammar, pronunciation, or lack of speaking opportunities?
2. What communication strategies were used by students during the speaking practice? Are they circumlocution, word coinage, word foreignizing, approximation, the use of all purpose words, paralinguistics, code switching, or appealing for help?



### Appendix 3. Field Notes

#### FIELD NOTED

##### Group 1

Day : Monday  
Date : March 24, 2014  
Time : 09.17 – 09.34  
Students : Student A, Student B, Student C, Student D

##### Question/Topic of Discussion:

Does running online business give more advantages of disadvantages? Please explain it!

The discussion was started by Student A who read the question. Then Student B gave response by giving her opinion that running online business gave more advantages as she could work from home. She found difficulty in pronouncing *advantages* as she pronounced it /edventegəs/. She, then, asked for Student C's opinion. Student C agreed with Student B's opinion that running online business was more advantageous as she could manage her time. She found a problem on what to say so she tried to fill the gap out by saying *what is it*. Also, she mispronounced the word *business* as she pronounced it /businəs/. After giving her opinion, she invited Student D to share hers. Student D also agreed on the two previous students' opinions. She thought that running business gave advantages. In giving her opinion, she repeated some words and made many grammatical errors which quite interfered the meaning of what she intended to say.

Student B developed the conversation by asking further question on how to face liars in online business. She mispronounced in pronouncing *liar* as she pronounced it /liər/. She seemed to be in doubt in her pronunciation; therefore, she translated it by saying *pembohong*. Student D clarified the question by saying *consumen liar?*. Student B then said that customer is only *PHP* (*PHP* is Indonesian slank which means *fake hope*). Then everybody laughed. Student D said that they should not give up and kept being motivated to promote their business. In answering the question, Student D found a problem with vocabulary as she did not know the English term of *putus asa* and she asked Student C about it. Also, she mispronounced the word *promote* as she said /promit/. Student C added the answer. She believed that running online business was not only done in Indonesia but also done in other countries. She suggested that if there were liars, they could call police officer. Student C made error in the pronunciation of *running* (/rʌniŋ/) and she also mentioned Indonesian word *polisi* and *produsen*.

Student B also asked Student A' opinion regarding the issue that she raised. He said that to avoid liars in online business, he would ask the buyers to transfer first before sending the product that the buyers bought. Student A mispronounced in pronouncing *product* as he pronounced /produk/ in which this pronunciation is similar to the one in *Bahasa Indonesia*. This mispronunciation



happened during the whole discussion. Furthermore, instead of saying '*money*' he used the word *Rupiah* (Indonesian currency) to alter the word *money*.

Student D asked further question to Student B whether she ran business. Then, she asked for her opinion about loyalty of the the sellers. Student D was not fluent in asking the question as she kept saying '*what-is-it*' and kept repeating some words. She also used the word '*produsen*' which in fact does not exist in English. Also, the grammatical errors interfered the meaning. It was shown by clarification that Student B made to Student D regarding the question that Student D gave to her. Student B said in *Bahasa Indonesia* '*produsennya loyal?*' to clarify the question. When answering Student D's question, Student B found difficulty with vocabulary as she did not know the English term of '*pembeli*' (buyer); therefore, she asked Student C about it. She continued her answer and when she intended to say '*phoning*', instead of mentioning '*calling*', she made a gesture of making a phone call using her right hand as she did not know the term in English. Her friend then said '*calling*' and Student B started using the term as well.

Student C, asked further question on how to manage Student B's time between running business and studying. Student B said that she ran the business when she had "*empty studies in the Law Department*". She was unsure with the word empty; therefore, she mentioned the Indonesian translation after saying '*empty*'. Then, Student A asked question on what media she used to run online business, whether it was form Facebook, Twittter, or BBM. Student B confessed that she used those media. She also sold the product to her friends (she said "It's from my best friend in *the SMA...eh...senior high school*.").

Student D continued the discussion. She asked the other students on which they chose, running business or joining student organization. Student A responded and said that he chose to do both. He said that by doing both, he could get knowledge. He did not know the English term of *knowledge*, so he asked question "*ilmu apa?*" to Student D and Student D said *science* instead of *knowledge*. On the other hand, Student C chose to run business as she did not much time to join organization and to be a '*tentor*' (she meant '*tutor*' but she used the Indonesian term).

Overall, in terms of the accuracy of the language that the four students had, all of them made grammatical errors during the discussion. Some of the errors did not interfere the meaning that the speakers intended to say, for example when Student A said "The clothes I think no because clothes it's too much people sell clothes, shirt, or T-shirt. maybe I will sell shoes or denim, jeans". However, some grammatical errors really interfered the intended meaning and brought confusion to the other students, for example when Student D said "I think I agree with your opinion. I think... I think... the business online is advantage because I think uhm... we must... we must promoted... hard promoted about the... the... business and we... we have much time about business and we must look it top for the business".

**Group 2**

Day : Monday  
Date : March 24, 2014  
Time : 09.49 – 10.00  
Students : Student E, Student F, Student G, Student H, Student I

**Question/Topic of Discussion:**

Working in other countries earns more than working in Indonesia. Do you agree with the statement?

To start the discussion, I showed the card where the question was written. Then, Student G and Student I responded that they agreed that working in other countries earns more than working in Indonesia. Student G said that *Rupiah* is the lowest money (she meant 'currency') in the world. Student I added that Indonesia is a developing country. In saying developing country, he asked question '*bawah*' to the others and made gesture of asking for help. Student G then helped him by saying '*the lowest country*'. The other students then also gave their opinions.

Student G developed the discussion by asking further question about the protection for Indonesian people who work in other country. She asked her friends' opinion about the protection of migrant workers (she said *TKI* or *TKW*, which are Indonesian terms, to refer to this term). Student I answered the question by comparing Europe (he said *Eropa* to refer to this term) and America. He found difficulty about vocabulary when he asked his friend the English word of '*yang bekerja*', '*mendapatkan*', '*perlindungan*'. Student G helped him with the English words of those Indonesian words. Student H also added the comparison by explaining the work situation in Malaysia. She said that if they worked in their country, they would be protected by *Duta Indonesia* (she meant *Indonesian Ambassador*).

Student G asked for her friends' opinions about the recent case of migrant worker happened in Indonesia: the case of Satinah, Indonesian migrant worker who worked in Saudi Arabia. Student G explained that Satinah would face death penalty. Referring to this sentence, Student G made a gesture of beheaded penalty using her hand on her neck. Student H and Student I helped her by saying *kill* which should be beheaded penalty. Student I gave his opinion regarding Student G' question; however, he found difficulty in finding some English terms. When he wanted to say '*waktu*' and '*asas legalitas*', he asked for help to the other students. Student G helped him by saying *legality*. Student I continued his opinion by saying '*qanan*' and '*qhisos*' which are the Arabic terms referring to main sentence in Arabic law.

Student E also shared her opinion about the case of migrant workers in Arabia. She said that Indonesia and Saudi Arabia had made agreement on migrant workers to solve it. Student E found a problem when she wanted to say '*memperbaiki*' (solve) in English. So, she asked for help to Student F. Unfortunately, Student F had no idea as well. Then, Student G said *recover* to refer to that word. The same situation also happened when Student E aimed to say '*syarat*' (condition) in English. Student G helped her again by saying '*rules*'. The discussion ended when all of the students agreed that working in Indonesia was better than working in other countries.

#### Appendix 4. Transcript of Discussion (Observation)

##### Coding:

##### 1. Difficulties of Speaking (Dif)

- (V) : Vocabulary
- (G) : Grammar
- (P) : Pronunciation
- (L.Opp) : Lack of speaking opportunity
- (Unfoc.Cur) : Unfocused curriculum
- (Inp.Poor) : Input-poor environment

##### 2. Communication Strategies (Com.Stra)

- (Circum) : Circumlocution
- (W.coin) : Word coinage
- (W.foreign) : Word foreignizing
- (Approx) : Approximation
- (All.Purp) : Use of all-purpose words
- (C.switch) : Code switching
- (Para) : Paralinguistics
- (Help) : Appealing for help

**Note:** The transcript was based on what the participants said during the discussion. However, because some participants mentioned other students' name in the discussion, the name was changed using the pseudo names to keep students' privacy.

##### Group 1

Day : Monday

Date : March 24, 2014

Time : 09.17 – 09.34

Students : Student A (SA), Student B (SB), Student C (SC), Student D (SD)

Question/Topic of Discussion:

Does running online business give more advantages of disadvantages? Please explain it!

Initial	Transcripts of Dialogues	Coding
SA	Does running online business give more advantages or disadvantages? Please explain it!	
SB	OK!	
SC	Repeat!	
SA	Does running online business give more advantages or disadvantages? Please explain it!	
SB	OK! I think it's more advantages (she pronounced it /edventegəs/) because we	Dif/P/1

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	have uhh.. many time to...to...to work and it's only in a... one room that uhm... we only see a laptop. I think is.. is... business online is the advantages. And what do you think Student C?	<b>Dif/Lack/1</b>
<b>SC</b>	Uhm... I agree with Student B opinion because we can... we can manage my time to... to...what is it... to manage uhm... how to business and we can do anything like to do the business ( <b>she pronounced it /businəs/</b> ). What do you think Student D?	<b>Comm.Stra/All-purp/1</b> <b>Dif/P/2</b>
<b>SD</b>	I think I agree with your opinion. I think... I think... the business online is advantage because I think uhm... we must... we must promoted... hard promoted about the... the... business and we... we have much time about business and we must look it top for the business.	
<b>SB</b>	And what's your solution about if business online is many uhm... liar... ( <b>she pronounced the word liar as /liər/</b> and she was in doubt in the pronunciation. So, she might have thought that her friend didn't understand it so she, then, said <b>pembohong</b> as the translation of <i>liar</i> .)	<b>Dif/P/3</b>
<b>SD</b>	Oh...	
<b>SB</b>	<b>Liar (/liər/), liar (/laiə(r)/)</b> . What do you think?	<b>Dif/P/4</b>
<b>SD</b>	<b>Consumen</b> or... <b>consumen</b> liar?	<b>Com.Stra/W.Foreign/1</b>
<b>SB</b>	Uhm... I think...	
<b>SD</b>	Or the...	
<b>SB</b>	Customer is the... only <b>PHP</b> , you know <b>PHP</b> ?	<b>Com.Stra/C.Switch/1</b>
<b>SD&amp;SC</b>	(laughing)	
<b>SD</b>	Uhm... I think we are don't... <b>putus asa apa putus asa?</b> (asking Student C)... we are spirit...spirit and spirit again so we must promote ( <b>/promit/</b> ) the business we... eh... the business you, your business, example clothes or anything and... you no only promote ( <b>/promit/</b> ) about your business.	<b>Dif/V/1</b> <b>Com.Stra/Help/1</b> <b>Dif/P/5</b>
<b>SB</b>	Yes, good.	
<b>SC</b>	Student B, <b>running (/running/)</b> online business not only just in Indonesia but you can do it in the world and if someone lie to	<b>Dif/P/6</b>

	you, you can... you can... you can call <i>polisi</i> or you must if you to be a <i>produsen</i> .	Com.Stra/C.Switch/2
SB	And what do you think about it, Student A?	
SA	For me, when there is <b>liar... liar...</b> (emphasizing if the pronunciation is correct) try to believe... or... I run online business. First, I will ask him or she to... uhm... transfer first if to see if his or she...(thinking)...seriously buy my <i>produk</i> . And after she or he transfers, I will check the bank or from my cellphone, so I send the <i>produk</i> . Well, sometimes there's a costumer trying to... lie... to seller. Like this, I want to buy your product but first you must send the <i>produk</i> because I think I am not trust you. Maybe you are uhm... just a... lie but if you have experience in business online, you will say "no, first transfer your <i>rupiah</i> to my account bank so I send your item to your house.	Dif/P/7  Com.Stra/C.Switch/3  Com.Stra/Approx/1
SC	Student A, what do you think if you to be a <i>consumen</i> but you... you...not... you... <i>what-is-it</i> ... you don't get the <i>produk</i> ?	Com.Stra/All-Purp/2
SA	I buy the <i>produk</i> so I don't get the <i>produk</i> ?	
SC	Yes (nodding head)	
SA	First, I will tell my friends, or tell the customer or the other customer who want to buy from this seller about maybe he or she is cheating or lie because I paid some money but he or she don't send the item what I want.	
SD	Student B, are you running online business? Some people think that the... the... <i>apa</i> ... the <i>produsen</i> much loyal with the customer. How... how do you think about this?	Com.Stra/All-Purp/3 Com.Stra/W.Coin/1
SB	(clarifying to Student D in Bahasa Indonesia) <i>Produsennya loyal?</i>	Com.Stra/C.Switch/4
SD	Ya... loyal with customer.	
SB	Uhm... I think... I give the... explain with my product and explain that my product is very good and I... I... I need the meeting with her... meeting before he is deal for my... for my... <i>pembeli apa?</i> (asking to Student C)	Dif/V/2 Com.Stra/Help/2
SD	Buying...	
SB	For <b>buying (/buying/)</b> my <i>produk</i> . I, before	Dif/P/7

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	it, I, eh, we, eh, I meeting with it. If the far, I... I... ( <b>making gesture of calling using her right hand</b> )	<b>Com.Stra/Para/1</b>
<b>SC</b>	Calling	
<b>SB</b>	Calling with the... with my customer	
<b>SD</b>	How about the customer disappointed with your item? Maybe uhm...uhm... (she was confused)	
<b>SC</b>	Dirty?	
<b>SD</b>	Dirty or... your item is dirty. How about it? Disappointed with your item	
<b>SB</b>	If the... my product is the not good for the customer, I... I must (/mus/) the... come back... I see it's truly or not and if it's not truly I... I must (/mus/) the... <i>mem...</i> ask... ask customer to buy it because it's not really and if it's not really... yes... I... <b>mengganti apa? (asking to Student C)</b>	<b>Dif/P/9</b>  <b>Dif/V/3</b> <b>Com.Stra/Help/3</b>
<b>SC</b>	Change	
<b>SB</b>	Change (/cheing/) it	<b>Dif/P/10</b>
<b>SC</b>	Ferias, how you manage your time to business and study?	
<b>SB</b>	I manage the time is a... after studies. For example, if the <b>empty (she was doubtful when she pronounced it as /empəti/)</b> ... empty... <i>kosong</i> ... studies in the law I use it to business online for example in the night or in the afternoon after study. I think it.	<b>Dif/P/11</b> <b>Com.Stra/C.Switch/5</b>
<b>SA</b>	Student B...	
<b>SB</b>	Yes	
<b>SD</b>	<b><i>Dia kan jualan</i></b>	<b>Com.Stra/C.Switch/6</b>
<b>SA</b>	From where you business online? <b>Maybe from Facebook, Twitter, or BBM?</b>	<b>Com.Stra/Circum/1</b>
<b>SB</b>	From BBM, from Facebook, from Twitter and I have a blog. I have a blog online. I think...	
<b>SA</b>	So, from Facebook, twitter, BBM, or blog, which one do you think is make you easy you can get the customer or...	
<b>SB</b>	In really, I think my business online... it's not far from the Facebook but my friend... <b><i>temanku sendiri ki opo?</i></b> . <b>It's from my best friend</b> in the <b>SMA</b> ...eh...senior high school or the my friend is university or my	<b>Com.Stra/Approx/2</b>  <b>Com.Stra/C.Switch/7</b>



	friend in the village... I'm home... in the Facebook, it's ra... <b>rarely ya jarang</b> ... and from twitter not response many, many response. But I try to promote it in the facebook, in twitter	<b>Com.Stra/C.Switch/8</b>
<b>SD</b>	All, what you choice better running online business or organization in the university? For all, yes for all.	
<b>SA</b>	For me, running online business but if I can business in organization maybe I will follow business in organization because online <b>business (/bisnəs/)</b> is we more time to sell our product and your customer will know your product and why I choose online and organization too because when I sell online and I follow organization I have a lot of experience and I maybe I get some... some... <b>ilmu apa? (asking to Student D)</b>	<b>Dif/P/12</b>  <b>Dif/V/4</b> <b>Com.Stra/Help/4</b>
<b>SD</b>	<b>Science</b>	<b>Com.Stra/Approx/3</b>
<b>SA</b>	Science from the other people who... who follow the organization.	
<b>SD</b>	So, Student A, what your item from your... <b>menjual? (asking to her friends)</b>	<b>Dif/V/5</b> <b>Com.Stra/Help/5</b>
<b>SB&amp;SC</b>	Sell	
<b>SD</b>	To your sell, to sell	
<b>SA</b>	I don't have online sell or...	
<b>SC</b>	Planning?	
<b>SA</b>	My planning is sell shoes from my design maybe	
<b>SD</b>	Clothes maybe?	
<b>SA</b>	The clothes I think no because clothes it's too much people sell clothes, shirt, or T-shirt. maybe I will sell shoes or denim, jeans.	
<b>SB</b>	And I think I... I choose the organization because I...I promote my business in the organization so organization give... give help to promote my product. I think it.	
<b>SD</b>	What do you think Student C?	
<b>SC</b>	I can run with my online business and my organization. I will do that but I can... I choose running organization in my life because I don't have many time to manage my organization and to be a <b>tentor</b> .	<b>Com.Stra/C.Switch/9</b>
<b>SD</b>	And I think I agree with your opinion,	<b>Dif/V/6</b>

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	Student B, because we are... <i>ikut?</i>	<b>Com.Stra/Help/6</b>
<b>SC</b>	Follow	
<b>SD</b>	We are follow organization in the campus. We are uh... we can promote with much people.	

<b>Group 2</b> Day : Monday Date : March 24, 2014 Time : 09.49 – 10.00 Students : Student E (SE), Student F (SF), Student G (SG), Student H (SH), Student I (SI) Question/Topic of Discussion: Working in other countries earns more than working in Indonesia. Do you agree with the statement?		
<b>Initial</b>	<b>Dialogues</b>	<b>Coding</b>
<b>SG</b>	I agree with it.	
<b>SI</b>	Yes, I agree with it.	
<b>SG</b>	I know that Rupiah is the lowest <b>money</b> in the world. How about you? How about you?	<b>Com.Stra/Approx/4 Dif/Lack/2</b>
<b>SI</b>	I agree because uhm... in our country the people now, Indonesia is uhm... <b>bawah</b> (giving gesture that he's asking for help for the English word of <b>bawah</b> )	<b>Dif/V/7 Com.Stra/Help/7</b>
<b>SG</b>	The lowest country?	
<b>SI</b>	The lowest country and Indonesia... and Rupiah is uhm...(thinking what and how to say)	
<b>SF</b>	You can get diamond in other country but you just get stone in your country	
<b>SE</b>	I... I agree with this statement because worker in other country much salary and have a...	
<b>SI</b>	Much money	
<b>SE</b>	Have take care of the country and... uhm... not like in the...	
<b>SG&amp;SI</b>	In Indonesia	
<b>SG</b>	But now how about the protection for Indonesian people who work in other country. Protection for the others. What do you think? <b>TKI or TKW</b> who work in other country but they not receive any protection,	<b>Com.Stra/C.Switch/10 Dif/Lack/3</b>



	like that. What do you think about that?	
SI	Maybe in Asia country, if you see to <i>Eropa</i> , eh, Europe or America, uhm... people from Indonesia... (then asking his friend the English word of <i>yang bekerja</i> )	Com.Stra/C.Switch/11 Dif/V/8 Com.Stra/Help/8
SG	Who work	
SI	Oh, who work in America or Europe... (then asking his friend the English word of <i>mendapatkan</i> )	Dif/V/9 Com.Stra/Help/9
SG	Get	
SI	Oh, get... <i>perlindungan apa perlindungan?</i>	Dif/V/10 Com.Stra/Help/10
SG	Protect	
SI	Oh, protect the government country	
SF	But how about the country? Can get protection rule... but the country is not just Europe or America	
SH	In Malaysia, if we work in their country, we protect with <i>Duta Indonesia</i>	Com.Stra/C.Switch/12
SG	Ambassador	
SH	Yes	
SG	Indonesia Ambassador. And how about, you know Satinah? He would be, uhm... (showing gesture of “penggal” using her hand on her neck)	Com.Stra/Para/2
SH&SI	Kill	
SG	Kill by Arabian. If would be... she is Indonesian. But she kill her boss and what do you think about that?	
SI	Maybe, uhm... Saudi Arabia have uhm... legal justice... <i>waktu ki opo?... menurut waktu</i>	Dif/V/11 Com.Stra/Help/11
SG	Time... depend on time	
SI	Not	
SF	Maybe we can...	
SI	<i>Asas apa asas? Asas legalitas</i>	Dif/V/12 Com.Stra/Help/12
SG	Legality	
SI	Legality, not social legality, like that. Uhm... and... they make <i>qanon</i> (a bit doubtful)	Com.Stra/Approx/5
SG	Not <i>qhisos</i> ?	Com.Stra/Approx/6
SI	Oh... <i>qhisos</i>	
SH	In Arabic country... <i>utama apa utama?</i>	Dif/V/13 Com.Stra/Help/13

<b>SG</b>	The first?	
<b>SH</b>	The first law is <i>qhisos</i>	
<b>SE</b>	But... but... I read in the online news the government of Arabian in Indonesia uhm... <i>memperbaiki?</i>	<b>Dif/V/14</b> <b>Com.Stra/Help/14</b>
<b>SF</b>	Re... re... re... (trying to remember the word)	
<b>SG</b>	<i>Apa?</i>	<b>Com.Stra/C.Switch/13</b>
<b>SF</b>	<i>Memperbaiki</i>	
<b>SG</b>	Recover	
<b>SE</b>	Recover the rule to countries. So the Indonesia give more... <i>syarat?</i>	<b>Dif/V/15</b> <b>Com.Stra/Help/15</b>
<b>SG</b>	<i>Syarat? Ya like that lah</i>	<b>Com.Stra/C.Switch/14</b>
<b>SE</b>	Give more...	
<b>SG</b>	Rules?	
<b>SE</b>	Ah, give more rules for workers in the Indonesia if they are want to the Arab	
<b>SF</b>	The collect money, Melanie Subono, right? To... to can until 3 billions	
<b>SI</b>	Wow	
<b>SF</b>	3 billions, I will can have <b>BMW</b> (pronouncing <b>BMW</b> using Indonesian pronunciation)	<b>Com.Stra/C.Switch/15</b> <b>Dif/P/13</b>
<b>SG</b>	It would save other's people's life. What else?	
<b>SF</b>	So, I think I will work in Indonesia	
<b>SI</b>	I agree	
<b>SF</b>	I am not interest to work in other country.	

## Appendix 5. Interview Guideline

### INTERVIEW GUIDELINES

1. What age should an English learner start speaking?
2. Are there any differences in learning speaking between men and women?
3. Do Indonesian people have good ability in learning speaking?
4. Is special ability needed in learning speaking?
5. What are the difficulties faced by Indonesian learners in learning speaking?
6. What is important in learning speaking? (vocabulary? grammar? pronunciation?)
7. Is learning speaking different from learning writing?
8. What kind of communication strategies should learners employ in learning speaking?
9. Why do you want to learn speaking?

## Appendix 6. Transcript of Interview

Day/Date : Thursday/June 26, 2014

Time : 09.38 – 09.54

Location : PPB UMY

Participant : Bella (pseudo-name)

Note :

R = Researcher

P = Participant

		Transcripts	Coding
Q1	R	Jadi thesis saya itu meneliti tentang pembelajaran speaking, ho oh. Nanti pertanyaannya ada yang secara umum ada yang berdasarkan pengalaman Bella sendiri. Minta tolong ya.	
Q2	P	Ya, Miss.	
Q3	R	Okay, menurut Bella umur berapa seharusnya mulai belajar Bahasa Inggris?	
Q4	P	Uummm... seharusnya waktu di TK itu lebih baik udah ada pelajaran Bahasa Inggris jadi pelan-pelan dia udah terlatih. Terus juga waktu SD harusnya dia juga udah mulai bicara Bahasa Inggris	
Q5	R	Berarti memang dari kecil ya? Dari kecil sudah mulai belajar speaking?	
Q6	P	Ya	
Q7	R	Ngomong gitu ya walaupun mungkin masih..	
Q8	P	Dikit	
Q9	R	Dikit, misalnya <i>It is an apple</i> , misalnya gitu ya	
Q10	P	He em	
Q11	R	Okay, terus menurut Bella, mana yang lebih, apa ya, cepat belajar speaking Bahasa Inggris? Anak-anak atau orang dewasa? Atau sama aja?	
Q12	P	Kalo menurut saya anak-anak Miss, soalnya untuk hal-hal dasar itu anak-anak kayaknya lebih cepet nangkep terus kan kalo dia udah gede maksudnya untuk mengembangkannya itu lebih mudah gitu lho Miss. Kalo yang udah gede gini maksudnya...	Aptitude (age)
Q13	R	Kalo belajarnya mulai dewasa gitu	
Q14	P	Kalo belajarnya mulai dewasa itu belajarnya kayak telat gitu lho Miss.kalo dari kecilkan kalo gede gitu kan tinggal mengembangkan-	

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		mengembangkan kalo dari kecil udah tau dasar-dasarnya, itu tinggal mengembangkan-mengembangkan	
Q15	R	Berarti yang akan lebih sukses dalam belajar speaking itu anak-anak?	
Q16	P	Iya	
Q17	R	Kalo antara laki-laki dan perempuan ada bedanya nggak?	Aptitude (Gender)
Q18	P	Kalo menurut saya nggak ada Miss	
Q19	R	Nggak ada?	
Q20	P	Nggak ada	
Q21	R	Jadi dua-duanya tetap punya peluang yang sama untuk sukses dalam belajar speaking?	
Q22	P	Iya	
Q23	R	Kan ada yang bilang kalo cewek itu karena lebih rajin lebih sabar jadi lebih sukses gitu nggak ya?	
Q24	P	Kalo menurut saya tergantung keinginan, kan banyak juga cowok yang, maksudnya, lebih pintar dari cewek gitu lho, tergantung keinginan dari tiap orangnya	
Q25	R	Berarti gender itu tidak berpengaruh ya?	
Q26	P	Iya	
Q27	R	Kalo, eemmm ini, menurut Bella orang Indonesia itu punya..punya <i>chance</i> yang bagus nggak buat sukses dalam belajar speaking pake Bahasa Inggris?	Aptitude (Special ability)
Q28	P	Punya Miss karena di Indonesia kan banyak istilahnya orang yang udah ahli-ahli, mungkin, terutama buat yang di pedalaman-pedalaman untuk lebih dikembangkan, maksudnya yang ahli masuk kepedalaman untuk ngajar walaupun itu sedikit-sedikit ya Miss, tapi itu kalo buat yang terlalu itu butuh waktu yang lama	
Q29	R	Tapi orang Indonesia itu punya kemampuan ya	
Q30	P	Punya	
Q31	R	He eh soalnya menurut Bella kenapa tu kok orang Indonesia punya kemampuan untuk bisa speaking?	
Q32	P	Eh, kalo menurut saya kan orang Indonesia tu kalo nganggep orang yang pintar Bahasa Inggris itu kan pasti nganggepnya tuh sesuatu yang waaahh yang woow pasti mereka kan	

		karena mandang orang-orang yang bisa ngomong Bahasa Inggris itu kan hebat ya Miss, otomatis mereka punya keinginan jadi orang hebat dengan pengen pinter juga berBahasa Inggris	
Q33	R	Oh,okay. Jadi memang, apa ya,paradigma bahwa bahasa Inggris itu masih atau orang yang bisa ngomong bahasa Inggris itu keren atau pinter makanya mereka juga ada motivasi ya	
Q34	P	Iya	
Q35	R	Oke kira-kira kesulitan yang dihadapi kalo ada orang Indonesia yang belajar speaking itu kesulitannya apa aja?	
Q36	P	Kalo menurut saya ya Miss itu tuh kayak, apa ya,kayak kurang...takut salah, kurang pede seumpamanya kan tatanannya harus bener, atau pengucapannya harus bener, itu bikin mereka takut salah jadi nggak jadi ngomong gitu lho Miss jadi kayak mereka membatalkan diri untuk yang tadinya, sebenarnya mereka tuh dalam hatinya tuh ngerti apa itu tapi karena takut salah jadi kayak kayak lebih baik enggak gitu	Difficulty (grammar)
Q37	R	Takut salah, tatanan itu berarti masalah grammar itu?	
Q38	P	Iya	
Q39	R	Terus pengucapan pronunciation gitu ya?	Difficulty (pronunciation)
Q40	P	Iya	
Q41	R	Okay, kalo kosakata? Kira-kira jadi masalah nggak? Vocab gitu	Difficulty (vocabulary)
Q42	P	Kayaknya enggak deh	
Q43	R	Nggak jadi masalah ya?	
Q44	P	Enggak	
Q45	R	Kalo Bella sendiri kesulitan yang Bella alami untuk belajar speaking itu apa aja?	
Q46	P	Ya takut salah tatananya itu maksudnya takut kebalik-balik, takut harusnya pakai ini tapi malah pakai itu gitu lho Miss	Difficulty (grammar)
Q47	R	Kalo vocab?	
Q48	P	Kalo vocab, eemmm kayaknya nggak juga	

Q49	R	Kalo kurang latihan?	
Q50	P	Kayaknya iya Miss kurang latihan soalnya apa ya Miss,sebenarnya saya tuh pengen bisa ngomong Bahasa Inggris, kan saya itu baru dapat pelajaran Bahasa Inggris dari SD kelas 3 dan itu Cuma sedikit-sedikit, apa anggur apa gitu Miss. Terus waktu SMP udah mau intens tapi waktu SMA saya pindah Kalimantan dan itu jauh dan istilahnya itu kayak masih pelajaran yang dasar-dasar gitu Miss	Difficulty (unfocused curriculum)
Q51	R	Jadi balik ke dasar padahal sebenarnya Bella udah dapet gitu ya	
Q52	P	Iya	
Q53	R	Oke, sebenarnya apa yang terpenting dari belajar speaking itu apa?	
Q54	P	Emm, grammar, eh apa itu Miss yang soal penempatan-penempatan itu Miss	Nature (grammar)
Q55	R	Grammar, structure	
Q56	P	Iya yang kayak gitu-gitu Sebenarnya kalo orang salah takut ngucapin itu mungkin dia nggak terlalu itu tapi takutnya kebalik-balik gitu lhoMiss	Nature (pronunciation)
Q57	R	Oh jadi kalo masalah pengucapan itu nggak masalah gitu?	
Q58	P	He eh	
Q59	R	Tapi kalo masalah grammar gitu..	
Q60	P	Masalah, kalo udah takut kebalik bener nggak ya gitu. Dan kalo soal pengucapaan orang tu nggak terlalu dipermasalahan	
Q61	R	Kosakata? Penting nggak?	
Q62	P	Kosakata kayak gimana Miss?	
Q63	R	Kosakata misalnya tau vocab, ngerti nggak? Jadi orang itu harus banyak kosakata biar bisa ngomong	
Q64	P	Kayaknya kalo kosakata tuh menurut saya nggak terlalu berpengaruh Miss soalnya kita bisa nyari kata-kata lain yang kita nggak ngerti, maksudnya <b>misalnya ini apa ya, ini apa ya,kan kita bisa ganti dengan kata-kata yang mendekati yang kita ngerti</b>	Nature (vocabulary)  <b>Communication strategy (Approxiamtion)</b>

Q65	R	Hhmmm okay	
Q66	P	Cuma kadang kalo kita nge-blank ya lupa	
Q67	R	Kalo menurut Bella strategi dalam belajar speaking tu apa? Apakah harus banyak menghafal atau banyak latihan?	
Q68	P	Kalo saya ya Miss lebih enak kayak visual gitu Miss misalnya dengerin orang ngomong atau dari film kan kalo kayak gitu-gitu itu lebih mendekati dunia nyata gitu, jadi oh kalo kata-kata kayak gitu maksudnya kayak gini,misalnya kayak gitu.	
Q69	R	Bukan masalah latihan atau...	
Q70	P	Iya latihan juga harus banyak dilatih sih Miss cuman lebih mudahnya itu dengan cara kayak gitu	
Q71	R	Jadi tau dulu ya, ekspresi ini itu dipakai untuak mengucapkan ini gitu?	
Q40	P	Iya	
Q41	R	Dan itu dari film, dari percakapan native gitu ya	
Q42	P	Iya,kadang dari music juga	
Q43	R	Kalo strategi yang Bella terapkan selain dengerin music, dengerin percakapan,nonton film apa lagi?	
Q44	P	Untuk belajar speaking?	
Q45	R	Iya he eh	
Q46	P	Kadang ya latihan itu Miss	
Q47	R	Latihan juga ya	
Q48	P	Iya	
Q49	R	Kalo latihan sama siapa?	
Q50	P	Sendiri	
Q51	R	Jadi kamu nanya sendiri jawab sendiri gitu?	
Q52	P	Iya	
Q53	R	Terus kesulitan yang Bella alami tadi misalnya grammar,susunannya, terus	



		strateginya gimana, misalnya aduh kalo mo ngomong gini ngomongnya apa ya? Strategi Bella gimana biar tetep ngomong? Biar nggak stuck	
Q54	P	Mungkin kayak kita kayak nyoba-nyoba Miss, umpamanya kita amau ngomong, kadang kita nge-blank ya Miss kalo buat structurenya gimana-gimana kan rumusnya mungkin blank, nah saya tu nyoba mungkin ini saya gabungin pake has cocok nggak ya	
Q55	R	Oh gitu. Itu kalo pas lagi belajar sendiri. Kalo pas lagi ngobrol Bella mau ngomong ini tapi vocabularinya lupa atau bingung mengekspresikannya, nah itu Bella strateginya apa?	
Q56	P	Strateginya maksudnya gimana Miss?	
Q57	R	Misalnya kayak tadi dengan nyari kata-kata lain, nah selain itu apa?	
Q58	P	Selain itu apa ya?	
Q59	R	Apa ah nggak jadi ngomong?	
Q60	P	Ya kadang sih lebih milih nggak jadi ngomong atau nggak Cuma jawab seperlunya gitu lho Miss. Tadinya sih mau ngomong panjang lebar cuman karena saya takut salah jadi saya tu lebih ke, apa ya, lebih ke seadanya dan yang menurut saya tahu aja. <b>Kalo untuk apa yang mau saya omongn ya saya strateginya mungkin kalo ada orang yang lebih tau saya nanya dulu ke dia</b>	Communication strategy (Appealing-for-help)
Q61	R	Nanya orang itu?	
Q62	P	Iya	
Q63	R	Oke, terus Bella sering nggak ngalamain nggak tau vocab tertentu terus Bella berusaha menjelaskannya	Communication strategy (Circumlocution)
Q64	P	Kalo saya itu kalo saya bisa mendeskripsikannya saya akan mendeskripsikannya	
Q65	R	Oh okay... bahasa inggrisnya skripsi apa?	
Q66	P	Thesis, eh bukan ya Miss?	
Q67	R	Investasi?	Word Coinage

## PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI

Q68	P	Investation	
Q69	R	Kalo bahasa inggrisnya modal?	Word Foreignizing
Q70	P	Modal, eehh...	
Q71	R	Terus Bahasa Inggrisnya mata uang?	Approximation
Q72	P	Eehhh ini aduh, apa ya Miss, sering denger tapi lupa	
Q73	R	Currency. Nah misalnya kamu lupa kayak gini, terus biar kamu nggak stuck gitu biasanya kamu ngomong apa?	
Q74	P	Mungkin money in Indonesia atau Rupiah	
Q75	R	Terus kalo dalam proses mikir itu biasanya kan ada jeda, biasanya kan eeee, terus kamu mengatasinya biar nggak kelihatan nggak lancar itu gimana?	Code-switching
Q76	P	Saya juga biasanya bilang eeee	
Q77	R	Terus kamu sering nggak memakai bahasa aslimu ketika pas kamu diskusi kamu nggak tau vocabnya	
Q78	P	Sering Miss, ya itu karena diskusinya sama-sama orang Indonesia jadi ya kalo saya nggak ngerti jadi saya sambungin pake Bahasa Indonesia gitu Miss, terus nanti ada yang kasih tau ini, oh iya	
Q79	R	Terus menggunakan gesture gitu?	Paralinguistics
Q80	P	Saya jarang pakai bahasa tubuh gitu, paling Cuma gerak-gerakin tangan apa apa gitu Miss	
Q81	R	Terus motivasi Bella belajar speaking pokoknya harus bisa speaking itu karena apa?	Intrinsic motivation
Q82	P	Kan kalo kita ngeliat orang bisa Bahasa Inggris itu kan keren gitu terus kalo ada orang yang ngajak ngomong Bahasa Inggris terus kita nggak bisa jawab kan malu juga	
Q83	R	Oh jadi murni buat komunikasi gitu ya. Selain itu apa?	
Q84	P	Kayaknya cuman itu Miss kalo buat saya	
Q85	R	Menurut Bella, Bella percaya nggak kalo setiap orang itu punya kemampuan khusus untuk bisa belajar speaking?	Special Ability & Possibility to speak English
Q86	P	Kalo kemampuan khusus kayaknya nggak sih Miss tapi mungkin setiap orang bisa belajar	

		speaking Cuma ya harus telatennya da untuk belajar itu	
Q87	R	Jadi setiap orang itu punya kemampuan khusus atau .... Emm...	
Q88	P	Nggak	
Q89	R	Oh nggak ya?	
Q90	P	Iya kalo kemampuan nggak Cuma kalo bisa itu..	
Q91	R	Memungkinkan untuk bisa speaking Bahasa Inggris asal mau belajar gitu ya	
Q92	P	Kemampuan khusus sama bisa itu beda ya miss?	
Q93	R	Jadi kalo kemampuan khusus itu kayak talent gitu lho, kayak bakat gitu	
Q94	P	Oh, kalo itu nggak miss	
Q95	R	Terus kalo menurutmu orang yang sudah bisa speaking bahasa asing akan lebih mudah nggak untuk bisa ngomong bahasa asing yang lain?	Aptitude
Q96	P	Kalo menurut saya mungkin ada orang yang seperti itu tapi nggak semuanya gitu miss soalnya seumpamanya dalam belajar Bahasa Inggris ke Bahasa Mandarin itu kan jauh ya miss bedanya jadi kan	
Q97	R	Berarti tergantung bahasanya juga ya?	
Q98	P	Iya miss jadi kalo bahasanya mepet-mepet ke Bahasa Inggris itu bisa gitu	
Q99	R	Menurutmu orang yang bisa berbahasa inggris itu atau ada keterkaitan nggak atau ada korelasi nggak antara kemampuan berbahasa inggris dengan kepandaian?	Ability in speaking foreign language & Intelligent
Q100	P	Nggak miss	
Q101	R	Nggak ada?	
Q102	P	Nggak ada. Kalo mnurut saya kalo bahasa inggris itu tergantung dia mau belajar apa nggak. Kayak contohnya tu adik saya miss... contohnya sepupu saya, dia tu nggak pinter miss, PPKN aja dia nilainya jelek miss apalagi matematika tapi dia pinter miss bahasa inggrisnya	

Q103	R	Jadi nggak ada hubungannya ya?	
Q104	P	Iya kalo menurut saya nggak ada hubungannya	
Q105	R	Kalo soal kesulitan dalam belajar ngomong nih, menurutmu kurikulum itu berpengaruh nggak?	Unfocused Curriculum
Q106	P	Kurikulum yang kayak apa miss?	
Q107	R	Kurikulum yang diterapkan jadi kalo kurikulumnya itu nggak jelas mau fokus keana apa mau fokus ke grammar atau ke produksinya jadi yang penting mahasiswa itu bisa ngomong itu nggak jelas itu nanti bisa membingungkan nggak? Atau menjadi kesulitan dalam belajar speaking?	
Q108	P	Iya kayaknya itu jadi hambatan miss jadi kan kayak belum tuntas ganti belu tuntas ganti jadi mending dimatengin dulu gitu lho miss	
Q109	R	Terus untuk belajar speaking perlu nggak mempelajari atau mengetahui budaya dari bahasa itu sendiri misalnya belajar speaking bahasa inggris, penting nggak untuk mengetahui budaya orang-orang yang berbahasa inggris misalnya budaya di Amerika, Australia	Knowledge of Culture on target language
Q110	P	Kalo buat saya karena saya belum terlalu jauh maksudnya belum terlalu mahir ya miss jadi kayaknya belum tapi kalo seumpamanya orang yang buat mahir kayaknya dia perlu tahu budaya mereka kayakmisalnya kalo orang inggris kalo mau ngomong gini pake bahasa apa. Pasti setiap Negara itu kan beda-beda budaya. Jadi kalo orang yang praktek langsung harus tahu tapi kalo buat orang yang lagu belajar gini kayaknya belum, harus dimatengin dulu	
Q111	R	Berarti pengetahuan tentang budaya itu nggak terlalu crucial ya untuk belajar speaking?	
Q112	P	Iya...	
Q113	R	Jadi kalo bahasa inggris'nya udah lancar baru belajar tentang kebudayaannya gitu ya	
Q114	P	Iya miss	
Q115	R	Terus ada orang yang bilang kalo kamu mau belajar speaking ya harusnya belajar langsung	Language Immerse

		di English speaking countries, Australia, Amerika, Inggris, kamu setuju nggak dengan pendapat itu?	
Q116	P	Setuju miss karena kita kan jadi kayak dituntut miss mau nggak mau harus ngomong pake bahasa itu, mau salah aau nggak salah, ya gimana kita kan nggak bisa jalan gitu lho miss, kalo di sini kan misal nggak bisa ngomong digampangin pake bahasa Indonesia aja	
Q117	R	Menurutmu ada perbedaan nggak antara pembelajaran ngomong dengan pembelajaran menulis dalam bahasa inggris?	Difference of learning speaking & learning writing
Q118	P	Beda miss	
Q119	R	Bedanya dalam hal apa?	
Q120	P	Dalam hal mental, kalo menurut saya mental sih miss, ya itu kalo misalnya ada yang nggak PD atau takut salah jadi berhenti ngomong, mungkin kalo buat ditulis nggak didenger orang banyak kan kadang ada orang yang salah ngomong bahasa inggris terus adayang denger mungkin ada ayang benerin atau mungkin ada yang ngremehin gitu,pake ngomong bahasa inggris,bahasa inggris aja masih salah gitu lho miss, jadi miss kalo menurut saya	
Q121	R	Tapi kalo dalam emmm...apa ya..modal alam belajar ngomong misalnya kayak grammar, segi... belajar speaking itu kalo menurutmu fokusnya ke apa sih?	
Q122	P	Maskudnya miss?	
Q123	R	Belajar speaking itu fokusnya kea pa,belajar writing itu fokusnya ke apa?	
Q124	P	Sama sih miss kalo itu, ke grammarnya, sama-sama harus tepat juga	
Q125	R	Oke, terus menurutmu untuk secara global alasan yang paling kuat orang Indonesia harus belajar speaking bahasa inggris itu karena apa? Secara umum	Motivation in Learning Speaking
Q126	P	Mungkin banyak ya miss, yang satu pengen jadi kayak orang yang bisa bahasa inggris itu kelihatannya lebih prestos aja gitu lho miss terus karena bahasa inggris itu bahasa	

		international terus ya itu miss seumpama kita mau pergi ya bahasa inggris itu jadi salah satu pegangan gitu	
Q127	R	Oke kalo untuk alasan pekerjaan di Indonesia ini?	
Q128	P	Kayaknya belum deh miss karena banyakyang istilahnya masih lingkup-lingkup local, kecuali seumpamanya dia udah ada hubungan sama dunia luar kayak kementrian luar negri.jadi ada cumin masih sedikit miss	
Q129	R	Jadi kalo ada orang Indonesia belajar speaking itu berarti karena dia emang pengen bisa atau untuk komunikasi gitu ya	
Q130	P	Iya miss	
Q131	R	Oke saya rasa cukup, makasih ya	
Q132	P	Iya miss	
Q133	R	Oke cukup. Thank you ya, Bella	
Q134	P	Iya	