USING SELF-MONITORING SHEETS TO IMPROVE SPEAKING SKILLS OF STUDENTS OF THE ENGLISH LANGUAGE EDUCATION STUDY PROGRAM

A SARJANA PENDIDIKAN THESIS

Presented as Partial Fulfillment of the Requirements to Obtain the Sarjana Pendidikan Degree in English Language Education

By
Brigitta Shinta Hapsari
Student Number: 131214140

ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
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FACULTY OF TEACHERS TRAINING AND EDUCATION
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6 June 2017
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Yogyakarta, 11 July 2017
Faculty of Teachers Training and Education
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Dean,
Rohandi, Ph.D.
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I honestly declare that this thesis, which I have written, does not contain the work or parts of the work of other people, except those cited in the quotations and the references, as a scientific paper should.

Yogyakarta, 11 July 2017

The Writer

Brigitta Shinta Hapsari
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Brigitta Shinta Hapsari
And for my lovely family, Yakobus Sarkowi, Bernadetha Sri Sudarti, FX. Ivan Dwi K., and Gregorius Tri Wahyu N., here I dedicate my little piece of work.
May this bring us to a happier life.
ABSTRACT


As English teacher candidates, the students of English Language Education Study Program are required to master English speaking skills. There are various ways to improve speaking skills. One of them is through self-monitoring. The process of self-monitoring is abstract, so the process is implemented into self-monitoring sheets.

There are two research problems in this study, i.e. 1) What are the examples of self-monitoring sheets that are applicable to improve students’ speaking skills? 2) What are students’ perceptions on using self-monitoring sheets to improve their speaking skills?

The participants of the research were 29 students of Critical Listening and Speaking II, class A, semester 4, batch 2015. There were three instruments that were used to gather the data. The first one was self-monitoring sheets. The researcher produced two types of self-monitoring sheets. The first one was for weekly meetings, and the second one was for the progress test. The sheets were distributed to the students three times, and the data were compared. Next, the researcher distributed questionnaires. Last, the researcher chose five students to be interviewed, based on their responses to the questionnaires. The data form the instruments were integrated in the discussion to get deeper understanding of the research problems.

The findings showed that the sheets which were attached in Appendix 1 and Appendix 2 were applicable to improve students’ speaking skills. In the sheets, there were some questions that required students to measure their own speaking performances, i.e. filling in percentages on their grammar quality. It allowed the students to be aware of their strengths and weaknesses in speaking. The sheets also required students to set some targets, i.e. on grammar, and vocabularies, which made students highly motivated to improve their speaking skills. Then, the students had positive responses toward the use of self-monitoring. At least, there were four good responses from the students, i.e. more than 80% students agreed that the sheets helped them in recording their data, and the sheets made them more responsible to improve their speaking ability. Thus, it can be concluded that self-monitoring sheets are effective to improve students’ speaking skills.

Keywords: self-monitoring, self-monitoring sheets, speaking skills, perception.


Dalam penelitian ini, peneliti menyusun dua buah rumusan masalah, yaitu 1) Apa saja contoh lembar *self-monitoring* yang dapat digunakan untuk meningkatkan kemampuan berbicara bahasa Inggris mahasiswa? 2) Bagaimana persepsi siswa terhadap penggunaan lembar *self-monitoring* untuk meningkatkan kemampuan berbicara bahasa Inggris mereka?


Hasil penelitian menunjukkan bahwa lembar *self-monitoring* yang terlampir di Lampiran 1 dan Lampiran 2 dapat diterapkan untuk mengembangkan kemampuan berbicara mahasiswa. Dalam lembar tersebut, terdapat beberapa pertanyaan yang menuntut siswa untuk mengukur kemampuan berbicara mereka, contohnya dengan mengisi persentase kualitas *grammar* mereka. Hal tersebut membuat mahasiswa menyadari kelemahan dan kelebihan mereka dalam berbicara. Lembar tersebut juga menuntut siswa untuk menetapkan target untuk beberapa aspek berbicara. Hal ini membuat siswa termotivasi untuk meningkatkan kemampuan mereka. Lalu, mahasiswa menunjukkan respon positif terhadap penggunaan lembar *self-monitoring*. Lebih dari 80% mahasiswa setuju bahwa penggunaan lembar tersebut membantu mereka dalam mereka data performa mereka dan membuat mereka lebih bertanggung jawab dalam meningkatkan kemampuan mereka. Maka, dapat disimpulkan bahwa penggunaan lembar *self-monitoring* efektif untuk meningkatkan kemampuan berbicara mahasiswa.

Keywords: self-monitoring, self-monitoring sheets, speaking skills, perception.
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**Brigitta Shinta Hapsari**
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CHAPTER I

INTRODUCTION

This chapter presents the introduction of the research. There are four parts in the chapter. They are background of the research, research problems, research significances and definition of terms.

A. Research Background

In this globalization era, especially when the government has launched ASEAN Economic Community, there is an urgency for citizens to master English as a language that connects all countries. As Warschauer (2007, as cited in Mydan, 2007) said, “English has become the second language of everybody. It is gotten to the point where almost in any part of the world to be educated means to know English.” However, being able to understand English is not enough. All citizens are required to be competent in speaking English as one of the communication skills. Thus, all people should work hard in improving their English speaking skills.

This phenomenon also happens to English Language Education Study Program (ELESP) students of Sanata Dharma University (SDU). They are the ones who actively study English as their second language to communicate and especially to teach. Therefore, speaking skills are one important skills that are
learnt in ELESP. In total, there are 8 speaking courses – including pronunciation courses – that are held to increase the ability of the students to speak English well when they become English teachers later (Program Studi Pendidikan Bahasa Inggris Universitas Sanata Dharma, 2012).

There are various ways for students to improve their English speaking skills. Practicing is important but there are other ways to help. Choosing learning strategies that suit students the most can also be a helpful tool to make significance in speaking English fluently. Self-monitoring as one of the learning strategies is also helpful as an aid to improve speaking skills.

When the researcher was in the fourth semester, the researcher took a course named Academic Essay Writing. The course required the students to write a mini-thesis about a topic. Then, the researcher chose “Learning Strategies Used by ELESP Students to Improve Speaking Skills.” To complete the paper, the researcher referred to O’Malley, Chamot, Stewner-Manzanares, Russo, and Kupper theory of learning strategies (1985) which states that there are three kinds of learning strategies: metacognitive strategies, cognitive strategies and socio-affective strategies. Next, the writer distributed questionnaires to ELESP students of Sanata Dharma University, Class D of semester 5, batch 2013, to find out what kind of strategies they used to improve their speaking skills. For metacognitive strategies, the writer provided three kinds of metacognitive strategies i.e. preparation, monitoring and repairing strategies. Out of those three strategies, not many of them used monitoring strategy.
Meanwhile, self-monitoring is one aid for students to improve their speaking skills. Goh and Burns (2012) state that there are three stages of speech production: conceptual preparation, formulation, and articulation. Those stages are based on self-monitoring. It means that self-monitoring cannot be separated from speaking process.

Therefore, due to those reasons above, the researcher chooses using self-monitoring sheets to improve students’ speaking skills as the topic of the research. This research focuses on some elements of speaking skills i.e. general English, grammar, pronunciation, fluency, and vocabularies. Next, for some reasons mentioned, the researcher chooses ELESP SDU students as the sample of this research.

B. Research Problems

Based on the background, the researcher formulates two research problems:

1. What are the examples of self-monitoring sheets that are applicable to improve students’ English speaking skills?
2. What are students’ perceptions on using self-monitoring sheets to improve their English speaking skills?
C. Research Significance

By conducting this research, the researcher expects that this research can be beneficial for the lecturers, the students, and also other researchers.

1. The lecturers of ELESP SDU

After reading this research, the researcher hopes that the lecturers can apply the self-monitoring sheets available to help students increase their English speaking skills.

2. The students of ELESP SDU

After using the self-monitoring sheets, the researcher hopes that the students can find out their strengths as well as their weaknesses. The self-monitoring sheets can help the students to set their goals to be achieved in order to improve their English speaking skills.

3. Other researchers

This research can be beneficial to enrich the knowledge of other researchers who want to know the alternatives to improve English speaking skills, and also the ones who want to work on the same field.

D. Definition of Terms

There are some terms that need to be defined in this thesis. They are self-monitoring and speaking skills.

1. Self-monitoring

According to Armstrong and Frith (1984), self-monitoring or self-observation is “the process or recording information about oneself” (p. 6). Also,
Kilbourn (1991) states that “self-monitoring refers to the personal supervision of one’s own practice” (p. 722). In this thesis, self-monitoring is defined as an action which the students monitor their own speaking performances by filling in the self-monitoring sheets.

2. Speaking Skills

Lado (1962, as cited in Sari, 2012) states that “speaking ability is described as the ability of express oneself in life situations or the ability to report acts or situations in precise words, or the ability to converse, or to express the sequences of ideas fluently” (p. 7). Also, according to Wolvin and Coakely (1996, as cited in Goh & Burns, 2012), speaking skills are important because speaking skills allow the occurrence of formal learning. In this thesis, speaking skills are in the context of expressing ideas.
CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter provides the theories that underlie the research. There are two main points in this chapter namely theoretical description and theoretical framework.

A. Theoretical Description

This part describes all theories related to the topic of this research. There are theories of speaking skills, self-monitoring as a learning strategy, self-monitoring as a behavioral management, perception, and mixed-method research.

1. Speaking Skills

a. Speaking Skills in Academic Learning

The role of speaking skills in academic learning is essential because speaking skills allow the occurrence of communication between teacher-students, students-teacher, and students-students. This communication may lead to a better understanding of a concept or ideas of knowledge. Wolvin and Coakely (1996, as cited in Goh & Burns, 2012) state that speaking skills in academic learning is important because it allows formal learning to be conducted. Goh and Burns (2012) also indicate that speaking skills are significant in conducting a conceptual
learning because through speaking, teachers can assist students to explore, develop, consolidate, investigate ideas, and evaluate. Since speaking skills can arise the existence of communication between students, speaking skills also facilitate students to conduct cooperative learning. As discussed in Goh and Burns (2012), cooperative learning may give the students chances to work with other students and it requires a lot of spoken language. By understanding the use of speaking skills in academic learning, the urge of improving speaking skills increases.

b. **Components of Speaking**

In speaking, there are some components of speaking that can be clearly seen and observed. They are grammar, pronunciation, fluency, and vocabulary items. As stated by Goh and Burns (2012), there are three fundamental stages of production of speech. The first stage is conceptual preparation. In this stage, the speakers think or choose the topic they are going to speak. Then, the speakers also prepare the ideas that they are going to produce. The next stage is formulation. Here, the speakers “cook” all the substances needed to produce the speech, for example grammar and syntax. This stage is needed to produce an accurate speech. The last stage is articulation stage or the stage where the speakers are actually saying it out loud. This stage requires the speakers not to only focus on the grammar and syntax but also the competence on saying those words out loud, such as pronunciation, stress, or intonation.
Nation and Newton (2009) also indicate that fluency is a part of speaking components. Overall, fluency is related to how fluent the speakers talk. Nation and Newton (2009) state that “fluency is typically measured by speed of access or production and by the number of hesitations; accuracy by the amount of error; and complexity by the presence of more complicated constructions, such as subordinate clauses” (p. 152). Another theory is also presented by Griffith (1991a and b, as cited in Nation & Newton, 2009) which states that the measurement of fluency is by speech rate that counts words or syllable per minute, the number of filled pauses by *um, eh, er*, and also number of unfilled pauses.

From those theories above, it can be concluded that there are some components of speaking. They are grammar, syntax, pronunciation, intonation, stress, and fluency. Teachers and students are expected to pay attention to these components in order to improve speaking ability.

c. Assessing Speaking Skills

In improving speaking skills, teachers and students are expected to understand the range whether a certain level of ability is considered well or bad. Thus, a speaking rubric assessment is needed. The rubric could also be used as a guidance for students who want to do self-monitoring since it can raise their awareness of the level of their performances.

The speaking rubric should include the components of speaking that are assessed. It can help students detect their weaknesses and also find out a good strategy to fix their weaknesses accurately. Blaz (2001, p. 35-40) provides some
speaking rubrics that can be used in assessing speaking skills. Blaz (2001) states that oral performances may be evaluated through holistic rubrics or analytical rubrics. However, there are some drawbacks in using holistic rubrics, one of them is there are no specific criteria in assessing the performance. Figure 2.1 is the example of a holistic scoring.

Fig 2.1 Holistic oral performance rubric (Blaz, 2001)

As stated above, in holistic scoring, there are no specific aspects that are measured to assess the performances. Meanwhile, in improving speaking skills, students and teachers need to pay attention to the components of speaking. If the students are expected to use self-monitoring to improve their speaking skills, this type of rubric is not really effective to find out the strengths and weaknesses of the students. Thus, in formulating self-monitoring sheets and in filling it, an analytical rubric is needed. Figure 2.2 is the example of analytical scoring.

Level 1 Speaking Tasks – Analytic Rubric

- Task Completion
  1 – Minimal attempt to complete the task and/or responses frequently inappropriate,
  2 – Partial completion of the task, responses mostly appropriate yet undeveloped,
  3 – Completion of the task, responses appropriately and adequately developed, and
  4 – Superior completion of the task, responds with elaboration.

- Comprehensibility
  1 – Responses barely comprehensible,
  2 – Responses mostly comprehensible, requiring interpretation by the listener,
3 – Responses comprehensible, requiring minimal interpretation, and
4 – Responses readily comprehensible

- Fluency
  1 – Speech halting and uneven with long pauses and/or incomplete thoughts,
  2 – Speech slow and/or with frequent pauses, few or no incomplete thoughts,
  3 – Some hesitation but manages to continue and complete thoughts, and
  4 – Speech continuous with little stumbling

- Pronunciation
  1 – Frequent errors, little or no communication,
  2 – Occasional problems with communication,
  3 – No interference with communication, and
  4 – Communication with ease

- Vocabulary
  1 – Inadequate and/or inaccurate use of vocabulary
  2 – Somewhat inadequate and/or inaccurate use of vocabulary
  3 – Adequate and accurate use of vocabulary, and
  4 – Rich use of vocabulary with frequent attempts at elaboration

Fig 2.2 Analytical rubric of oral performance (Blaz, 2001)

By using the analytical rubric, the students and teachers are expected to be more aware of their strengths and weaknesses in speaking. Related to using self-monitoring, the analytical rubric makes students more aware of what level they are in.

2. Self-monitoring

a. Definition

Self-monitoring is a strategy that involves students’ efforts in managing themselves. The aspects that the students need to manage are their behaviors and/or the knowledge they get. Therefore, there are two points of view of self-monitoring; self-monitoring as a learning strategy and self-monitoring as a behavioral management strategy
1) Self-monitoring as a Learning Strategy

According to O’Malley and Chamot (1990), monitoring belongs to metacognitive strategies. Brown, Bransford, Ferrara, and Campione (1983, as cited in O’Malley & Chamot, 1990) define metacognitive strategies themselves as “higher order executive skills that may entail planning for, monitoring, or evaluating the success of a learning activity” (p. 44). It can be concluded that there are some strategies in metacognitive strategies. They are planning, monitoring, and evaluating. However, O’Malley and Chamot (1990) also add one more strategy into metacognitive strategies named selective attention. These strategies are considered higher and more complex than other strategies because they need one’s skill to manage himself and his acts. The strategies also require one’s commitment to carry out the strategies.

In line with O’Malley and Chamot (1990) theory, Oxford (1990) also categorizes self-monitoring as a metacognitive strategy. Oxford (1990) defines metacognitive strategies as “actions which go beyond purely cognitive devices, and which provide a way for learners to coordinate their own learning process” (p. 136). Similar with O’Malley and Chamot (1990), this statement means that metacognitive strategies are beyond cognitive strategies. The strategies require learners to behave themselves in order to get better results in learning. Oxford (1990) states that there are three strategies in metacognitive strategies. They are “Centering Your Learning, Arranging and Planning Your Learning, Evaluating Your Learning” (p. 136) However, Oxford (1990) gives bigger group for metacognitive strategies and other strategies named indirect strategies.
Oxford (1990) groups learning strategies into two categories named direct strategies and indirect strategies. Oxford (1990) states that direct strategies are “language learning strategies that directly involve the target language” (p. 37). Direct strategies include memory strategies, cognitive strategies, and compensation strategies. From this theory, it can be concluded that direct strategies are strategies that directly include the target language in doing the strategies. For example, practicing as a cognitive strategy involves target language in doing the practice.

Then, according to Oxford (1990), indirect strategies mean the language learning strategies that do not directly involve the target language, but they support and manage language learning. Indirect strategies cover metacognitive strategies, affective strategies, and social strategies. Meanwhile, indirect strategies do not involve the target language in implementing the strategies. Indirect strategies help learners in acquiring knowledge by managing behaviors or thoughts. For instance, cooperating with others as a social strategy requires learners’ actions to work well with others in order to gain deeper understanding about knowledge. Unlike practicing in direct strategy, cooperating does not directly use the target language in implementing the strategy, but it helps the learner to understand the target language better. It can be concluded from the theories above that self-monitoring belongs to metacognitive strategies monitoring, and it does not involve target languages directly in implementing the strategies.
Next, according to O’Malley and Chamot (1990), monitoring itself is explained as “reviewing attention to a task, comprehension of information that should be remembered, or production while it is occurring” (p. 48). Anderson (1983, as cited in O’Malley & Chamot, 1990) states that “monitoring is a response to ambiguity in comprehending language where an individual selects a best guess of the message’s meaning based on available information” (p. 48). Then, Oxford (1990) explains that self-monitoring is an action which students monitor their own errors in language skills. The term monitor here means notice and correct. Thus, it can be concluded that self-monitoring as a language learning strategy is a response of learners to the ambiguity of their language production as it occurs. The response here refers to noticing their own errors and correcting the errors. Also, self-monitoring happens when a student tries to make their own understanding of knowledge that he is not sure of. As an illustration, a student does a speech in front of the class. He says, “My mother work…” then he stops and says, “My mother works…” The illustration shows that the student does self-monitoring because he notices his mistake and corrects it.

2) **Self-monitoring as a Behavioral Management**

According to Webber, Scheuermann, McCall, and Coleman (1993), “self-monitoring refers to the act of recording or rating one's own behavior.” (p. 38). Self-monitoring or self-observation also means a process in which someone records data or information about himself (Armstrong & Frith, 1984). Also, based on Lalli and Saphiro (1990), self-monitoring refers to “a technique that actively engages a student in recording his or her behavior in order to either increase
appropriate behavior and/or decrease inappropriate behavior” (p. 129). Schunk (2001, as cited in Rafferty, 2010) states that “self-monitoring is considered to be one of the first steps to self-regulated behavior” (p. 52). So, in the context of self-monitoring as a behavioral management strategy, self-monitoring deals with recording data or information about oneself which meant to manage his or her behaviors.

Armstrong and Frith (1984) gives some illustrations of self-monitoring to understand the concept better. One of the illustrations is about a person who shops without making a list and being punished by paying extra money for something that should not be bought or getting scolded by family members because forgetting something should be bought. Then, putting those thoughts into a person’s mind, he makes a list of groceries and as he buys the things on the list, he crosses the things that have already been bought. This act of crossing out the list that has been done is an example of self-monitoring.

So, if the self-monitoring is put into education context, self-monitoring is used to monitor students over what they have learned or what mistakes they do in the class and so on. For example, in speaking, the students put a few achievements; right pronunciation and right grammar. Then, as they work on the class, they remember the achievements then cross the achievement. Hereafter, the students work for other targets that have not yet been done. By doing this, self-monitoring is expected to be useful in enhancing students’ speaking skill.

Then, according to Rafferty (2010), there is a good connection between self-monitoring and graphing. Graphing means collecting all the data from the
self-monitoring and putting them into a chart of a graph. A research which is done by DiGangi, Maag, and Rutherford (1991, as cited in Rafferty, 2010) shows that using students recording and graph will give more effective results than using the recording only. Also, Rafferty (2010) adds that “students who graph their own behaviors begin to spontaneously create goals for themselves and self-evaluate their performance, which are other important processes of self-regulated behavior” (p. 52) So, it can be concluded that it is important for students who use self-monitoring to graph the data consecutively to get better impacts.

b. Benefits of Using Self-monitoring

Armstrong and Frith (1984, p. 9-12) show that there are some advantages of using self-monitoring. Three advantages of using self-monitoring based on Armstrong and Frith (1984) are presented below:

1) “Facilitates the Learning of Responsible Behavior”

Armstrong & Frith (1984) suggest that “not everyone is fortunate enough to mature in an environment that offers a wide range of successful experiences and social reinforcement” (p. 9). Thus, by using self-monitoring, the ones who are “unfortunate” enough can also be the “fortunate” ones. This point emphasizes that self-monitoring can help students to observe their own bad behaviors and change the bad behaviors into the good ones.
2) “Maximizes Use of Teacher Time”

Generally, this point describes that when teachers use self-monitoring, the time used by the teachers to collect the data of the students such as specialty can be minimized. Thus, the teachers can use much time for other activities.

3) “May Improve Self-Awareness”

This point explains that the students are the ones who invent the behavior-change, so it is effective for the students to understand the consequences of doing some actions. By being the changer themselves and realizing the good impact or the bad impact of their actions, they often feel the excitement and it improves their self-awareness.

Furthermore, self-monitoring is also proven as an effective way to enhance students output in learning. A research conducted by Mount and Tirrel (1977) about using self-monitoring to increase students’ examination score shows that the students who use combination methodology of self-monitoring have a significant score improvement. Thus, other than three benefits mentioned above, another benefit of using self-monitoring is it can improve students’ output in learning.

Moreover, Kazdin (1974, as cited in Mount & Tirrel, 1977) states that “the desirability of the monitored behavior influences the direction of the observed change, i.e., positively valued behaviors tend to increase, and negatively valued behaviors tend to decrease in frequency when they are monitored” (p. 70). It shows that there is a tendency that using self-monitoring will increase positive behaviors and will decrease the bad behaviors in frequency. It is possible to
happen because in self-monitoring the students are expected to be responsible of their own actions. By rating their actions and being monitored by the teacher, the students are “forced” to be responsible of what they do.

c. Implementation of Self-monitoring

According to Rafferty (2010, pp. 52-56), there are some steps in implementing self-monitoring for students (modified from Gooper et al., 2007; Hallahan, Lloyd, Kosiewicz, Kauffman, & Graves, 1979; Hards et al., 1994; Maag et al., 1993; Raffedy & Raimondi, 2009; Rankin & Reid, 1995). Below are the steps to apply the self-monitoring in the class:

1) “Identify The Target Behavior”

This step mainly asks teachers to decide what behaviors are targeted by using the self-monitoring. The target behaviors should be written in a positive manner.

2) “Operationally Define The Target Behavior”

After the teachers define the target behaviors, the teachers make a detailed description about the behaviors. Generally, the teachers here are to define what students need to achieve and to do in a detailed way.

3) “Collect Baseline Data”

Practically, in this step, the teachers are to gather the data about the occurrence of target behaviors before the self-monitoring process is conducted. The purpose of this step is to monitor students’ progress by comparing the data before and after using self-monitoring.
4) “Determine If It is an Appropriate Behavior to Remediate”

After collecting the baseline data, the teachers or lecturers are to evaluate whether the behaviors are appropriate to be the target behaviors in the self-monitoring. There are some criteria in evaluating the behaviors:

a) The students should be familiar and already possess the skills to do the target behaviors. This criterion is significant because in this context, the self-monitoring works as a behavior management strategy, not a learning strategy, so the self-monitoring will be only effective if the students have already possessed the skills.

b) The target behaviors should occur frequently in the class. If the target behaviors occur infrequently, the effectiveness of the self-monitoring will decrease.

c) Related to the first point, students’ developmental and cognitive processes should be taken as a consideration. This point emphasizes that the students should have the knowledge to distinguish whether the target behaviors occur or not.

d) The target behaviors should be behaviors that can be controlled by the students. If the target behaviors are actions that occur out of students’ control, the target behaviors should be reconsidered to be included in the self-monitoring.

e) The target behaviors should not be too severe or extreme to be controlled. This means that the target behaviors should make sense, not an act like harming himself or herself or others.
f) Cultural aspect should also be taken as a consideration in making a behavior as a target behavior. If there are some cultural indications that make the students do the behavior, the teachers or lecturers should reconsider the target behavior.

If the teachers or lecturers have done evaluating the target behaviors and find that the target behaviors suit the criteria, the teachers or lecturers may go to the next step.

5) “Design Procedures and All Materials”

Here, the teachers decide the time when the self-monitoring should be implemented. It can be after or during an activity each day or occurrence. The time of the implementation will affect the type of self-monitoring. If the self-monitoring is set to be implemented after an activity, a graph is the most appropriate medium to implement the self-monitoring. By using this type of medium, the students will be required to put measurements on the target behaviors. However, if the self-monitoring is set to be implemented during an activity, the teachers or lecturers should decide the cue when the students are to monitor themselves. The activity can be done in a form of checking yes or no on a target behavior.

6) “Teach Students to Self-Monitor”

In this step, the teachers or lecturers are not only required to teach students how to use the self-monitoring sheets, but also explain the significance of using self-monitoring to the students. The teachers should also teach students to distinguish whether the target behaviors occur or not.
7) “Monitor Students’ Progress”

After implementing the self-monitoring, the teachers should monitor students’ progress by using the baseline data. Other than that, the teachers’ or lecturers should monitor the students whether the students are able to change their behaviors apart from the use of self-monitoring.

8) “Fade Use of Intervention”

After implementing the self-monitoring for some times, the frequency of using self-monitoring sheets should be decreased. This step should be done because the purpose of using self-monitoring is to make the students do the target behaviors without using self-monitoring media. However, this step should not be done at once, but gradually.

In conclusion, there are some steps in implementing self-monitoring in the class. These steps include preparing and evaluating the target behaviors, designing materials, teaching students to self-monitor, monitoring students’ progress, and fading out the use of self-monitoring. The teachers or lecturers are expected to follow the steps to get the best use of self-monitoring.

3. Perception as Seen in Organizational Behavior

a. Definition

According to Miner (2007), perception in organizational behavior is a response of someone towards stimuli. He also states that, “People select, organize, and change stimuli around them as they learn new behaviors; they also anticipate consequences of their acts—rewards and punishments, for instance—and their behaviors are motivated accordingly” (p. 86). In addition, McShane & Von
Glinow (2005) state that “perception is the process of receiving information about and making sense of the world around us” (p. 76). Thus, it can be concluded that perception is the process which people think and make sense of the stimuli around them.

b. Perceptual Process

McShane & Von Glinow (2005) state that the reality that everyone sees now is the result of perceptual process. Perceptual process itself is the process of making perception of various stimuli that people get. McShane & Von Glinow (2005) illustrate the perceptual process as in Figure 2.3:

![Perceptual Process Diagram](image)

Fig. 2.3 The perceptual process (McShane & Von Glinow, 2005)
Figure 2.3 shows us the process of making perceptions. The stimuli around people are accepted through senses. Then, those stimuli are filtered in selective attention stage. McShane & Von Glinow (2005) define selective attention as “the process of filtering information received by our senses” (p. 77). Hereafter, those stimuli are organized and interpreted. McShane & Von Glinow (2005) explain that this stage requires people to put those stimuli into groups or categories which help people recognize missing information. This stage is influenced by people’s prior knowledge, or by McShane & Von Glinow (2005) is mentioned as mental model. In accordance, mental model is defined as “the broad worldviews or ‘theories-in-use’ that people rely on to guide their perceptions and behaviors” (p. 78). The result of organizing and interpreting here is what affects humans’ emotions and behavior toward the stimuli.

c. Perceptual Errors

There are some processes that interfere the perceptual process. Those processes are called perceptual errors (McShane & Von Glinow, 2005). There are at least three perceptual errors. They are self-fulfilling prophecy, attribution, and stereotyping. However, the process which is potential to happen in this research is attribution theory. McShane & Von Glinow (2005) define attribution theory as “the perceptual process of deciding whether an observed behavior or event is caused largely by internal or by external factors” (p. 85). According to the theory, the reason someone does a particular behavior comes from the person himself like ability or motivation, or comes from the outside like resources or others.
B. Theoretical Framework

The main topic of this research is improving speaking skills by using self-monitoring sheets. The topic is selected by considering the benefits of speaking into academic learning (Goh & Burns, 2012). Then, to improve students’ speaking skills, the researcher chooses to use self-monitoring as a learning strategy (O’Malley & Chamot, 1990; Oxford, 1990). According to O’Malley and Chamot (1990) and Oxford (1990), self-monitoring requires the students to monitor their own production while it is occurring. However, this process is abstract. Thus, the self-monitoring process is implemented into a concrete subject which is self-monitoring sheets.

To implement the self-monitoring process, the researcher uses the theory of self-monitoring implementation from Rafferty (2010). According to Rafferty (2010), there are some steps in implementing the self-monitoring, and one of them is design all procedures and materials. This step provides two possible times to implement the self-monitoring. It can be after an activity or during an activity.

The time of the implementation will decide the medium of the implementation. If the implementation is after an activity, the most suitable medium is by putting measurements. Meanwhile, if the implementation is during an activity, the most suitable medium is by checking yes or no. Based on this theory, the researcher chooses self-monitoring sheets which contains measurements as the medium to implement the self-monitoring. Even though according O’Malley & Chamot (1990) and Oxford (1990) the self-monitoring occurs when the production takes place, the researcher uses the theory of self-
monitoring implementation by Rafferty (2010) so the self-monitoring process is more concrete.

To answer the first research problem namely the examples of self-monitoring sheets that are applicable to improve students speaking skills, the researcher uses the theory self-monitoring from Rafferty (2010), Webber et al. (1993), and Kazdin (1974, as cited in Mount & Tirrel, 1977). Those theories are used to strengthen the discussion about the research problem.

Then, in order to answer the second research question namely students’ perceptions on using self-monitoring sheets to improve students speaking skills, the researcher employs the theory of perception and the perceptual errors (McShane & Von Glinow, 2005). Then, the students perceptions are also discussed based on theory of self-monitoring from Webber et al. (1993), the theory of self-monitoring benefits from Armstrong and Frith (1984), and Rafferty (2010). The data gathered are analyzed to find out the majority of students’ perceptions on using self-monitoring sheets. Then, the different perceptions of the students are analyzed using the theory of perceptual errors (McShane & Von Glinow, 2005).
CHAPTER III

RESEARCH METHODOLOGY

This chapter presents the methodology of this research. The chapter includes the research method, research setting, research participants, instruments and data gathering technique, and also data analysis technique.

A. Research Method

This research employed the theory of mixed-method research. Ary, Jacobs, Sorensen, and Razavieh (2010) state that “mixed-method combines quantitative and qualitative research method in different ways, with each approach adding something to the understanding of the phenomenon” (p. 559). Thus, the purpose of this method is to gain deeper understanding about a phenomenon by using the features of quantitative and qualitative research method. The researcher used mixed-method to get deeper understanding of the research topic. By combining the quantitative and qualitative data, the researcher got rich data which could strengthen each method to gain deeper understanding of the topic.

According to Ary et al. (2010), there are seven designs in the mixed-method research. However, this research design was a concurrent triangulation. In this design, the quantitative and qualitative data were collected separately. Nevertheless, the data were united in the discussion to answer a research problem. The researcher used questionnaires and interviews as the data collection
techniques. Then, the data from both instruments were mixed in the discussion to get deeper understanding about the research problems.

B. Research Setting

The research was done in Sanata Dharma University. To test the self-monitoring sheets for weekly meetings, the researcher distributed the sheets two times, once in two weeks. The distributions of the sheets were done on Thursday, 2 March 2017 and Thursday, 16 March 2017, both were at K.12. Then, the distribution of self-monitoring sheets for progress test in a form of presentations was done on Thursday, 30 March 2017 at E-Corner.

This opportunity was also used by the researcher to distribute questionnaires. Then, the researcher chose five students to be interviewed based on their responses to the questionnaires. Then, the interviews with the students were conducted on Monday, 10 April 2017 in the side park of the campus. The interviews started from 11.00 a.m. and finished at 11.30 a.m.

C. Research Participants

The participants of this research were the students of Critical Listening and Speaking II class, Class A, semester 4, batch 2015. Actually, there were 29 students in the class. However, in the first and second meetings, there was one student in each meeting who was not present. Therefore, even though they filled
the self-monitoring sheets, the researcher could not compare their data. Thus, their data were not valid and there were only 27 students whose data were valid.

Then, the researcher distributed the self-monitoring for progress test in a form of presentations in the same class. However, the same case happened, two students did not come to the meeting. Hence, there were 27 students whose data were used in the data analysis. Since the researcher distributed the questionnaires in the same day, the participants for the questionnaires were also 27 students in the class. Then, the researcher chose 5 out of 27 students to be interviewed.

The students of Critical Listening and Speaking II were chosen to be the participants of this research because they had already taken basic courses for speaking skills. In this class, they were required to apply what they had learned in presenting their ideas i.e. doing impromptu speeches and doing presentations. In hope, by doing these activities, they would be able to enhance their speaking skills. Also, through the activities given in the class, the aspects in speaking skills that were researched i.e. grammar, pronunciation, vocabulary items and fluency could be clearly seen by the researcher. Those aspects could also be easily observed by the participants to find out their strengths and weaknesses, as well as to set their goals for the next meeting.
D. Research Instruments and Data Gathering Technique

To gather the data, there were 3 instruments used in the research. The instruments that were used were self-monitoring sheets, questionnaires, and an interview list.

1. Self-monitoring sheets

The very first instrument that was used was self-monitoring sheets. These sheets were used by students to record the data of their own speaking performances. The researcher produced the sheets by combining the theory of self-monitoring implementation (Rafferty, 2010) and the theory of speaking, especially speaking assessment rubrics (Blaz, 2001) and speaking components (Goh & Burns, 2012; Nation & Newton, 2009).

The speaking components that were included in the sheets were only limited to the percentage of English the students spoke, grammar, vocabulary items, and fluency. There were two reasons behind that. The first one was those speaking components were included in the speaking assessment. The second one was the continuous implementation of self-monitoring.

Those speaking components were chosen because these aspects were the basic items that were clearly seen in speaking. Because they were clearly seen in speaking performances, those aspects were evaluated in the speaking assessment rubric. Blaz (2001) included comprehensibility, fluency, pronunciation, and vocabulary items as parts of speaking assessment. Then, those aspects were chosen to be in the sheets because they were included in speaking components. According
to Goh and Burns (2012) and Nation and Newton (2009) there are some speaking components. They are grammar, syntax, pronunciation, intonation, stress, and fluency. Then, according to the speaking rubric that was used in CLS II class, fluency, grammar, and vocabulary items were included in the assessment. The grammar and vocabulary items were included the accuracy of the speech. Then, in the class, the lecturer always emphasized the students to always speak English.

The next reason was because the self-monitoring is a continuous activity. According to Rafferty (2010), the purpose of self-monitoring is making the students do the target behavior without using the self-monitoring medium. Thus, the target behavior in the self-monitoring are to removed gradually, and they can be replaced by other targets. In this research, the researcher first only focused on some speaking aspects, i.e. the percentage of English the students spoke and grammar, because the research was done in the first weeks of the course. In this step, the students were asked to always speak English, and grammar, fluency, and vocabulary items were the aspects that were clearly seen in speaking English. Then, if the self-monitoring was continued to the next step, those aspects might be removed and be replaced to other additional speaking aspects like content writing.

Then, to implement to the self-monitoring, the researcher looked upon the theory of self-implementation by Rafferty (2010). The theory suggested some steps in implementing self-monitoring. The researcher followed some steps in making the self-monitoring sheets:
a) “Identify The Target Behavior”

In this step, the researcher was expected to decide the target behaviors. Thus, the researcher decided to make general English, grammar, pronunciation, vocabulary items, and fluency as the targets in the self-monitoring. The researcher decided to choose those speaking aspects because those aspects were included in the speaking rubric assessment by Blaz (2001), and also those aspects were some speaking components based on Goh and Burns (2012) and Nation and Newton (2009).

b) “Operationally Define The Target Behavior”

In this stage, the researcher made some details related to the target behaviors. Thus, the researcher made the details into the percentage of English the students spoke, the quality of students’ grammar, the quality of students’ pronunciation, the number of vocabulary items the students got, and students’ fluency.

c) “Determine If It Is An Appropriate Behavior to Remediate”

In this stage, the researcher examined whether the percentage of English they spoke, the quality of their grammar, the quality of their pronunciation, the number of vocabulary items they got, and their fluency were suitable to be the target behaviors. The researcher came to a conclusion that those aspects were appropriate to be the targets by considering some following points:
a. The students were familiar with those aspects. The students have already passed basic speaking courses i.e. speaking and pronunciation. Thus, the students must be familiar with the aspects and have possessed the skills to do the targets.

b. Since it was a speaking class, the aspects occurred frequently in the class. Those aspects were basic items in speaking. Those aspects were also easy-identified by the students in doing self-monitoring.

c. The targets were aspects that could be controlled by the students. Since speaking involves students’ thoughts, those targets occurred based on students’ control.

After considering those points, the researcher came to a conclusion that those aspects were appropriate to be included as target behaviors.

d) “Design Procedures and All Materials”

After deciding the targets, the researcher designed the procedures and the materials of the self-monitoring. In this step, the researcher had already decided that the type of the implementation was self-monitoring sheets. The sheets contained some statements that required students to tick one statement which suited their condition the best. Also, it contained some to-be-filled statements which were mostly in a percentage form. Considering the design of the self-monitoring sheets, these sheets were distributed to the students after they completed their lesson. The blueprints of the self-monitoring sheets are attached in Appendix 1 (p. 64) and Appendix 2 (p. 65).
Before conducting the research, the researcher consulted the sheets with the experts, in this context were the thesis advisor of the researcher, and the lecturer of CLS II class. The consultations with the thesis advisor were done a few times, in the proposal seminar course classes and thesis consultations. The consultations included the materials in the sheets whether they were suitable to be in the sheets, and the face validity of the sheets as well, i.e. grammar. At first, the researcher wrote “How many percentages of English do you speak in the class today?” Then, after consulting it with the thesis advisor, it changed into “The percentage of English I spoke today is…” by considering the noun ‘percentage’.

Then, the researcher consulted with the lecturer of the class as well. There, the researcher explained the research and showed the instruments. The lecturer said that the sheets could be distributed to the students once in two weeks, by considering that a week gap was too short for them to apply their targets. Then, at first, the researcher put a statement which required the lecturer to give a reward for the students who achieved their goals, like a point bonus. However, the lecturer did not really agree to do that because she usually gave compliments to the students who improved themselves. So, the researcher removed the reward part. After consulting with the thesis advisor and the lecturer of the class, the researcher fixed the sheets and conducted the research. The two types of self-monitoring sheets were attached in Appendix 3 (p. 66) and Appendix 4 (p. 68).
2. Questionnaires

Then, the researcher distributed questionnaires. Brown (2001, as cited in Dornyei, 2003) defined questionnaires as “any written instruments that present respondents with a series of questions or statements to which they are to react either by writing out their answers or selecting from among existing answers” (p. 6). The questionnaires were used to gather generalized perceptions from the students on using self-monitoring sheets to improve students speaking ability.

The questionnaires contained close-ended statements using Likert scales. According to Dornyei (2003), Likert scales requires respondents to mark one of some responses, which range from strongly agree to strongly disagree. The questionnaires used in this research provided four responses. They were strongly agree, agree, disagree, and strongly disagree. In this type of question, the researcher investigated students on their perceptions on the benefits of self-monitoring sheets. The researcher provided three benefits of self-monitoring sheets based on Armstrong and Frith theory (1984) of self-monitoring benefits. Then, the students were to tick one box of agreement which suited their answers the best.

Then, there was another type of question which required students to put rank on some speaking aspects. This question was made to find out which speaking aspects were improving by filling the self-monitoring sheets. In the question, the researcher provided four speaking aspects which were possible to improve by using the sheets. Then, the students were to put an order from 1 up to 4 in the aspects, 1 was for the most improving aspect and 4 was for the least
improving aspect. The questionnaires blueprint is attached in Appendix 8 (p. 77), and the questionnaires form is attached in Appendix 9 (p. 78).

Before distributing the questionnaires, the researcher consulted the questionnaires with the thesis advisor. The researcher consulted the face validity of the questionnaires, i.e. grammar, and the content of the questionnaires. After consulting the questionnaires with the thesis advisor, the researcher got some advice in the type of question which asked the students to put ranks on some speaking aspects. First, the researcher put ‘nothing were improving’ in the choice of answers. However, the researcher removed that choice of answer so the students put deep thought in answering the question. After consulting the questionnaires with the thesis advisor, the researcher distributed the questionnaires.

3. An interview list

Another instrument that was used was an interview list. An interview is “a data-collection method in which an interviewer (the researcher or someone working for the researcher) asks questions of an interviewee (the research participant)” (Johnson & Larry, 2012, p. 198).

The interview list consisted of seven questions; one question was meant to find out students’ speaking ability, and the rest were meant to discover students’ perceptions on using self-monitoring to improve students speaking skills. The questions were open-ended questions where the students could freely answer the
questions. The process of the interviews were recorded and transcribed. The interview list is attached in Appendix 12 (p. 83).

E. Data Analysis Technique

After the research was conducted, the data were collected and put in the table. The data from both types of self-monitoring sheets were organized in tables. Then, the researcher compared the data from the first conduct, the second conduct and the presentation. Then, the researcher tried to find out some improvements in the speaking aspects of the students. The researcher also categorized students’ targets and then analyzed whether the sheets made the students highly motivated.

The data from the questionnaires were also put in the table. Then, the researcher analyzed students’ speaking ability as well as students’ perceptions on using self-monitoring to improve their speaking skills. The questionnaires were used to generalize students’ perceptions. Last, the researcher checked the data using the theory of perception and perceptual errors by McShane and Von Glinow (2005). Last, the researcher drew some findings based on the data.

To analyze the data from the interviews, the researcher first transcribed the recordings of the interviews. Then, the researcher analyzed students’ answers using the same method from preceding part. The data from the interviews were concluded and checked using the same theories as before. Last, the researcher drew some findings based on the answers.
Then, the results from three instruments were compared and were integrated in the discussion to get deeper understanding of the research problems. The researcher also triangulated the data in the discussion to minimize the bias. According to Ary et al. (2002), one nature of a research is “acquire dependable and useful information about the educative process” (p. 3). Thus, validation is needed in order to acquire accurate information. Ary et al. (2010) explain that one of the ways to validate the research by using evidences based on structural corroboration. Ary et al. (2010) describe that there are two techniques in this method. The first one is data triangulation. The second one is methods triangulation. Data triangulation required the researcher to validate whether data collected from one method or instrument confirm the data collected from another method or instrument. Ary et al. (2010) state, “When these different procedures or different data sources are in agreement, there is corroboration” (p. 499). This research employed the theory of data triangulation. The researcher used three instruments in gathering the data. Then, the data were collected in the data were used in the discussion to validate the data gathered from each instrument.
CHAPTER IV

RESEARCH RESULTS AND DISCUSSION

This chapter presents the results of the research and the discussion of the research problems. There are two parts of this chapter and each part answers a research problem of the research. The first part shows the examples of self-monitoring sheets that are applicable to improve students speaking skills. The second part discusses students’ perceptions on using self-monitoring sheets to improve speaking skills.

A. Examples of Self-Monitoring Sheets that are Applicable to Improve Students’ Speaking Skills

To answer the first research question namely the examples of self-monitoring sheets that are applicable to improve students’ speaking skills, the researcher produced two types of self-monitoring sheets; the sheets for weekly meetings and the sheets for progress test. The sheets consisted of two big points namely measurements and targets. The measurement part required students to rate their own speaking performances by writing down percentages or ticking one box that suited their conditions the best. Then, the target part required students to set some targets on some speaking aspects. It was based on their preferences. The targets were in a form of percentages. The produced sheets are attached in Appendix 3 (p. 66) and Appendix 4 (p. 68).
After conducting a set of research, the researcher found that the sheets were applicable to improve students speaking skills. There were at least two reasons why the researcher concluded that the sheets were able to improve students speaking skills. First, the researcher found some improvements of the students. Then, the researcher found that the students were highly motivated to improve their speaking skills.

1. Some improvements of the students

In the sheets, the researcher put three speaking aspects to be compared. The aspects were the percentage of English the students spoke, students’ grammar, and students’ vocabulary items. After comparing students’ self-monitoring sheets, the researcher found that the students improved their percentage of English they spoke. The result of students self-monitoring can be seen in table 4.1. Then, the first data of students’ self-monitoring are presented in Appendix 5 (p. 70), Appendix 6 (p. 72), and Appendix 7 (p. 74).

Table 4.1 The distribution of students self-monitoring on the percentage of English they spoke

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Week 1</th>
<th>Week 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>75-100%</td>
<td>7 (26%)</td>
<td>4 (15%)</td>
</tr>
<tr>
<td>50-75%</td>
<td>14 (51%)</td>
<td>13 (48%)</td>
</tr>
<tr>
<td>25-50%</td>
<td>8 (30%)</td>
<td>6 (22%)</td>
</tr>
<tr>
<td>0-25%</td>
<td>1 (4%)</td>
<td>1 (4%)</td>
</tr>
<tr>
<td>TOTAL</td>
<td>27 (100%)</td>
<td>27 (100%)</td>
</tr>
</tbody>
</table>
As shown in table 4.3, the number of students who spoke 75-100% English in the class increased by 3 students (11%) from 4 students (15%) to 7 students (26%). Next, the students who spoke 50-75% English decreased by 1 student (3%). The number of students who spoke 25-50% English also decreased from 8 students (30%) in the first week into 6 students (22%) in the second week. Last, there was a student (4%) who spoke 0-25% English in both meetings.

In addition to the improvements of the percentage of English the students spoke, the researcher also found an improvement on students’ grammar. The distribution of students’ self-monitoring on their grammar can be seen in table 4.2.

<table>
<thead>
<tr>
<th>Categories</th>
<th>The number of students</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Week 1</td>
</tr>
<tr>
<td>Great</td>
<td>2 (7%)</td>
</tr>
<tr>
<td>So-so</td>
<td>15 (56%)</td>
</tr>
<tr>
<td>Bad</td>
<td>10 (37%)</td>
</tr>
</tbody>
</table>

As can be seen in the table, the number of students who had great grammar in speaking from week 1 to week 2 increased by 3 students (12%). However, in the presentation, the number decreased by 2 students (8%). The students who felt they were only so-so in their speaking skills increased from week to week. From the first week to the second week, the number increased by 4 students (14%). Then, it increased by 5 students (19%) in the presentation. Furthermore, the number of students who had bad grammar in speaking constantly decreased, from 10 students (37%) in the first week to 3 students (11%) in the
second week and 0 student (0%) in the presentation. In conclusion, there were some improvements in students’ grammar from week to week.

Then, the results of the questionnaires were also in line with the self-monitoring sheets results. First, the result showed that most of the students agreed that the self-monitoring sheets were the most impactful on the percentage of English the students spoke and students’ grammar. The result of the questionnaires can be seen in table 4.3. Then, first data of students’ responses to the questionnaires are attached in Appendix 10 (p. 80).

<table>
<thead>
<tr>
<th>Rank</th>
<th>Aspects</th>
<th>Respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st</td>
<td>The percentage of English</td>
<td>8 (35%)</td>
</tr>
<tr>
<td>2nd</td>
<td>Grammar</td>
<td>8 (35%)</td>
</tr>
<tr>
<td>3rd</td>
<td>Pronunciation</td>
<td>7 (30%)</td>
</tr>
<tr>
<td>4th</td>
<td>Fluency</td>
<td>7 (30%)</td>
</tr>
</tbody>
</table>

Out of four speaking aspects that were provided by the researcher, 8 students (35%) agreed that the self-monitoring sheets were most impactful on the percentage of English they spoke. Then, 8 students (35%) agreed that the sheets were also impactful on their grammar.

Second, the questionnaires result showed that most of the students agreed that they felt some improvements after filling the self-monitoring sheets. The distribution of students’ answers can be seen in table 4.4.
Table 4.4 The distribution of students’ answers to whether they felt some improvements after filling the self-monitoring sheets

<table>
<thead>
<tr>
<th>Answers</th>
<th>Respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Agree</td>
<td>5 (19%)</td>
</tr>
<tr>
<td>Agree</td>
<td>16 (59%)</td>
</tr>
<tr>
<td>Disagree</td>
<td>5 (19%)</td>
</tr>
<tr>
<td>Strongly Disagree</td>
<td>1 (4%)</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>27 (100%)</strong></td>
</tr>
</tbody>
</table>

It can be seen from table 4.4 that 21 out of 27 students (78%) agreed that they felt some improvements after filling in the self-monitoring sheets. The number of the students was divided into 5 students (19%) chose strongly agree and 16 students (59%) chose agree. However, there was also a small number of students who disagree with the statement. There were 5 students (19%) who chose disagree and 1 student (4%) who chose strongly disagree. It means that most of the students agreed that they felt some improvements after filling in the self-monitoring sheets.

Last, from the interview result, the researcher also found that interviewee 1 agreed that the self-monitoring sheets were able to improve her grammar. Below is what she said in the interview:
Reseacher : How do you feel the improvement?

Interviewee 1 : The improvement that I felt is I can know so much about the grammar itself. When I try speak English, I realize that my grammar is not that good and then I just.... When I try to say something, I just... What I’m trying to say is in my mind and then I just thought for the first and the second and then I just directly say something.

It can be seen from the result that after filling in the self-monitoring sheets, the student realize that her grammar was not good. Then, she tried to improve it by thinking twice before saying. First, she tried to depict her sentence in her mind. Then, after getting the right grammar, she said her sentence, in hope that her sentence was in a good grammar.

From those results, it can be concluded that there were some improvements on the percentage of English the students spoke and students’ grammar. The result of the self-monitoring sheets showed that those aspects were improving. Then, the result of the questionnaires also showed that the students agreed that the sheets were most impactful on those aspects. Last, the interview result also stated that the sheets were able to make the students realize that her grammar was not good and make her improve her grammar.

2. Students’ motivation to improve their speaking skills

From the research, the researcher also found that most of the students were highly motivated to improve their speaking skills after they filled the self-monitoring sheets. First, it can be found in the result of the sheets that most of the students set high targets for themselves on some speaking aspects as seen in table 4.5.
Table 4.5 The distribution of students’ targets for some speaking aspects

<table>
<thead>
<tr>
<th>Aspects</th>
<th>The number of students</th>
<th>0-40% (Low)</th>
<th>41-70% (Medium)</th>
<th>71-100% (High)</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td></td>
<td>1 (4%)</td>
<td>0 (0%)</td>
<td>26 (96%)</td>
</tr>
<tr>
<td>Grammar</td>
<td></td>
<td>4 (15%)</td>
<td>3 (11%)</td>
<td>20 (74%)</td>
</tr>
<tr>
<td>Pronun</td>
<td></td>
<td>10 (37%)</td>
<td>1 (4%)</td>
<td>16 (59%)</td>
</tr>
<tr>
<td>Fluency</td>
<td></td>
<td>8 (30%)</td>
<td>2 (7%)</td>
<td>17 (63%)</td>
</tr>
<tr>
<td>AVERAGE</td>
<td></td>
<td>6 (22%)</td>
<td>1 (4%)</td>
<td>20 (74%)</td>
</tr>
</tbody>
</table>

As can be seen in table 4.4, overall, the students were highly motivated to improve their speaking skills. It could be seen that in all speaking aspects, more than 50% of the students set their targets on 70-100%. For the percentage of English the students spoke, there were 26 students (96%) who were highly motivated and wrote down 71-100% as their targets. Likewise, most of the students were highly motivated to improve their grammar. There were 20 students (74%) set their targets on 71-100%. For pronunciation, most of the students were also highly-motivated. There were 16 students (59%) who set their targets on 71-100%. Last, in fluency, most students also set their targets on 71-100%. There were 17 students (60%) who belonged to this group. In conclusion, most students were highly motivated to improve their speaking skills. In average, there were 20 students out of 27 students (74%) set high targets for themselves.

In addition to the self-monitoring sheets result, the interview result also showed that most of the students were motivated to improve their speaking skills after filling in the self-monitoring sheets. From the interview, three out of five...
interviewees stated that they were motivated to improve their speaking skills because after filling in the sheets, they found that there were some aspects that they were lack of. Below is what interviewee 4 said in the interview:

*Researcher*: And what are the improvements after filling those sheets?

*Interviewee 4*: I realize that my vocabulary, my pronunciation in speaking is not good enough so I still have to study more

*Researcher*: So, you think that those sheets give you the thought that you have to study more and you need to improve yourself?

*Interviewee 4*: Yes

From what she said in the interview, it can be seen that she agreed that the sheets made her motivated to improve their speaking skills. The capability of the self-monitoring sheets to make the students realize their strengths and weaknesses was what motivated students to improve their skills. In the interview, she said that, after filling in the sheets, she realized that her weaknesses were her vocabulary items and her pronunciation. Because of that, she was motivated to study more and improve herself.

From the findings above, the researcher came to a conclusion that the self-monitoring sheets were applicable to improve students speaking skills. First, it can be seen that there were two speaking aspects that were improving. Then, the self-monitoring sheets motivated students to improve their speaking skills.

Students’ improvements after using the self-monitoring sheets was in line with Kazdin theory (1974, as cited in Mount & Tirrel, 1977) which states that “the desirability of the monitored behavior influences the direction of the observed change” (p. 70). This theory means the results of the target behaviors may be different, depends on the desirability of the students.
This theory also occurred in the research. In the research, there were two speaking aspects that were improving namely the percentage of English the students’ spoke and students grammar. However, there was also a speaking aspect that was not improving which was students’ vocabulary items. The results could not be separated from the learning activities in the class as well. In the first week, the lecturer asked the students to be in groups of 4 up to 5 students, and each student was asked to read a writing in turn. This activity allowed students to learn new vocabulary items from their friends. Meanwhile, in the second week, the students had impromptu speeches and the activity did not directly asked students to learn new vocabulary items from their friends. That might be one reason why the students were not really desired to catch new vocabulary items and it resulted in the decreasing amount of vocabulary items the students got on that day.

However, seeing from the self-monitoring results, the questionnaires results, and the interview result, the researcher concluded that the self-monitoring that were produced and distributed in this research were considered applicable to improve students speaking skills. Moreover, the different results between observed behaviors were considered as normal and possible to happen.

The capability of the self-monitoring sheets to motivate students to improve their speaking ability was also one of the reasons why the sheets were applicable to improve students’ speaking skills. It can be seen in the findings that after filling the self-monitoring sheets, most of students were highly motivated to improve their speaking skills. Similarly, one of the findings in the interview was
self-monitoring sheets were motivating since it evaluated students’ speaking progress. This is in line with Rafferty (2010) who states that “students who graph their own behavior begin to spontaneously create goals for themselves and self-evaluate their performance, which are other important processes of self-regulated behavior” (p. 52). From the theory, it can be concluded that the students who monitor their own behavior will create goals for themselves. By making their own goals, they will manage their own behavior to achieve the targets. In the context of this research, the students were able to realize their strengths and weaknesses by filling the self-monitoring sheets. Thus, they created goals for themselves to improve their skills. By creating their own goals, they were responsible to achieve their goals and it resulted in improving their speaking skills.

From the discussion above, the researcher concluded that the self-monitoring sheets that were produced were the examples of the self-monitoring sheets that are applicable to improve students speaking skills. The sheets contained measurements and targets. The measurements required students to rate their own speaking performances on some speaking aspects. Then, the targets required the students to set some targets on some speaking aspects. There were two reasons why the researcher concluded that the self-monitoring sheets were applicable to improve students’ speaking skills. First, the sheets were able to improve two speaking aspects that were included in the sheets. Second, the sheets were able to motivate students to improve their speaking skills. So, it can be concluded that self-monitoring sheets are able to improve students’ speaking skills.
B. Students’ Perceptions on Using Self-monitoring Sheets to Improve their Speaking Skills

To answer the second research problem namely students’ perceptions on using self-monitoring sheets to improve their speaking skills, the researcher distributed questionnaires and conducted interviews. After conducting the research, the researcher found that the students had good perceptions on using self-monitoring sheets to improve their speaking skills. In addition, the researcher drew three big findings from students’ perceptions. The first one is the domino effect of using self-monitoring sheets. The second one is the result of students’ perceptions. The third one is other perceptions from the students.

1. The domino effect of using self-monitoring sheets

According to the data, the researcher found a domino effect of using self-monitoring sheets based on students’ perceptions. The concept of the domino effect can be seen in figure 4.1.

![Fig. 4.1 The domino effect of rating one’s own behavior](image-url)
From the concept, there were at least four good perceptions from the students. First, the students liked the measurements part the most. Second, the students agreed that the sheets helped them in realizing their strengths and weaknesses. Third, the students agreed that the sheets motivated them to improve their speaking skills. Fourth, the students agreed that the sheets made them responsible in improving their speaking skills.

The first good perception was the students liked the measurements part the most. The self-monitoring sheets required students to measure their own speaking performances by putting in percentages or ticking one box that suited students’ conditions the best. From the interview, the researcher found that four out of five interviewees liked the percentage part the most. Below is what interviewee 3 said in the interview:

Researcher: From the self-monitoring sheets, what do you like about those sheets?
Interviewee 3: The percentage
Researcher: Why?
Interviewee 3: Because when I percentage my speaking progress, I really need to think on how I improve it. I really need to evaluate myself.

From what interviewee 3 stated in the interview, it could be concluded that the interviewee liked the percentage part the most because it made her think thoroughly about her speaking performances. Also, by putting in percentages, she became more responsible to improve her speaking skills.

Then, the second good perception was the students agreed that the sheets helped them in realizing their strengths and weaknesses. By filling in the self-
monitoring sheets that required the students to measure their own performances, the students were able to distinguish their strengths and weaknesses, like what interviewee 4 said in the interview:

Researcher: Okay... You know that in the last few meetings, you had been given the self-monitoring sheets. What do you think about those sheets?

Interviewee 4: It helps me to evaluate my progress on speaking. Maybe I feel like I’m worse in the impromptu speech but I think that I improve it on my presentation. Ya, something like that.

It could be seen from the interview that the interviewee thought that the sheets helped her in realizing that she was not good at impromptu speech, but she was good at presentation. So, it means that the sheets were able to help the students distinguish their strengths and weaknesses.

The third good perception was the students agreed that the sheets motivated them to improve their speaking skills. It can be seen from one of the interview results below:

Researcher: So, you know that in the last few meetings in the CLS class, you had been given the self-monitoring sheets. What do you think about those sheets?

Interviewee 2: I think, those sheets evaluate my speaking skills and also like, keep trying to like, motivate me to do more. From the question in the sheets, I should make target of my English speaking skills.

From the result, it could be seen that the students felt motivated after filling in the sheets. Moreover, the sheets required students to make targets for their speaking skills. From the self-monitoring sheets result, which was stated in the first part, it can be seen that most of the students set high targets for themselves. In average, 20 out of 27 students (74%) set high targets on some
speaking aspects, which ranged from 71-100%. Thus, it means that the sheets were able to motivate students to improve their speaking skills and the students agreed with that.

Last, the fourth finding was the students felt more responsible after filling the self-monitoring sheets. After asking the students to set some targets on their speaking performances, the students felt more responsible to improve their speaking skills. It could be seen from students’ responses in the questionnaires. From the results, it could be seen that most of the students agreed that the self-monitoring sheets made them more responsible in improving their speaking skills. The distribution of students’ answers on the questionnaires can be seen in table 4.6.

Table 4.6 The distribution of students’ answers to whether the self-monitoring sheets made the students more responsible in improving their speaking skills

<table>
<thead>
<tr>
<th>“Self-monitoring sheets make me more responsible in improving my speaking skills”</th>
<th>Respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Agree</td>
<td>9 (33%)</td>
</tr>
<tr>
<td>Agree</td>
<td>15 (56%)</td>
</tr>
<tr>
<td>Disagree</td>
<td>3 (11%)</td>
</tr>
<tr>
<td>Strongly Disagree</td>
<td>0 (0%)</td>
</tr>
<tr>
<td>TOTAL</td>
<td>27 (100%)</td>
</tr>
</tbody>
</table>

From table 4.6, it is clearly seen that more than half of the students agreed that the sheets made them more responsible in improving their speaking skills. The number of the students was divided into 9 students (33%) chose strongly
agree and 15 students (56%) chose agree. Then, there was only a small number of students who did not agree with the statement. There were only 3 students (11%) who chose disagree to the statement and there was no student (0%) who chose strongly disagree to the statement. Thus, it could be concluded that the students agreed that the sheets made them more responsible in improving their speaking skills.

In addition to questionnaires result, one of the interview result also showed that there was one student who felt responsible to improve her speaking skills after filling in the sheets. Interviewee 4 stated that after she filled the self-monitoring sheets, she remembered her sister who said that she should get *cumlaude*. It made her more responsible to improve her speaking skills so she could graduate with *cumlaude*. Thus, it could be concluded that the sheets made the students more responsible to improve their speaking skills and the students agreed with that.

From the results, the researcher found that those good perceptions influenced each other. Thus, the researcher concluded those good perceptions on the domino effect of using self-monitoring sheets. The domino effect started by asking the students to rate their own performances, which was the most important point in self-monitoring. It was in line with Webber et al. (1993) who states that “self-monitoring refers to the act of recording or rating one’s own behavior” (p. 38). In the sheets, putting in percentages was one form of rating students’ performances. By putting in the percentages, the students realized their strengths
and weaknesses. It also raised their self-awareness of their strengths and weaknesses. It was in accordance with Armstrong and Frith (1984) who state that one of the benefits of using self-monitoring is improving self-awareness.

Realizing strengths and weaknesses finally led the students to a thought that they should improve themselves. One way that the sheets provided to improve themselves was by giving them chance to make their own targets on their speaking skills. The targets were based on their own preferences. The results showed that the students set high targets for themselves. It was supported by the theory from Rafferty (2010) which states that the students who measure their own behavior will create goals for themselves. Then, setting targets for themselves made them responsible to achieve their own goals. It was possible to happen because they were the ones who set their own targets, so they were “forced” to achieve their own goals. It was in accordance with Armstrong and Frith (1984) who state that one of the benefits of self-monitoring is it facilitates the learning of responsible behavior. In the theory, Armstrong and Frith (1984) state that by using self-monitoring, the students are given equal chance to observe their own bad behavior and change the behavior into good ones. By setting their own targets, the students were given the chance to fix their own weaknesses and turn the weaknesses into their strengths. Thus, it made the students more responsible of their own speaking performances and improve themselves.

As a conclusion, there were four good responses from the students on using self-monitoring sheets to improve their speaking skills. First, the students
liked the measurements part the most, which was the most important point in self-monitoring. Second, the students agreed that the sheets helped them in realizing their strengths and weaknesses. Third, the students agreed that the self-monitoring sheets motivated them to improve their speaking skills. Fourth, the students agreed that the self-monitoring sheets made them more responsible to improve their speaking skills. Those four good perceptions influenced each other. Thus, those good perceptions were made into a domino effect of using self-monitoring sheets.

2. The result of students’ perceptions

It can be seen from the previous part that the students had good perceptions on using self-monitoring sheets to improve their speaking skills. Those good perceptions came to a result that the students wanted to use the sheets in the future. According to the interviews results, three out of five interviewees stated that they wanted to use the sheets in the future.

The reason why the students wanted to use the sheets in the future was the sheets helped in recording the data of their performance. One of the results of the questionnaires showed that most of the students agreed that the sheets helped them in recording the data of their performance. The distribution of students’ answers can be seen in table 4.7.
Table 4.7 The distribution of students’ answers to whether the self-monitoring sheets helped them in data recording

<table>
<thead>
<tr>
<th>Answers</th>
<th>Respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Agree</td>
<td>4 (15%)</td>
</tr>
<tr>
<td>Agree</td>
<td>19 (70%)</td>
</tr>
<tr>
<td>Disagree</td>
<td>3 (11%)</td>
</tr>
<tr>
<td>Strongly Disagree</td>
<td>1 (4%)</td>
</tr>
<tr>
<td>TOTAL</td>
<td>27 (100%)</td>
</tr>
</tbody>
</table>

It can be seen from the table that most of the students agreed that the sheets helped them in recording the data of performances. Overall, 23 out of 27 students (85%) agreed with the statement. The number of the students were divided into 4 students (15%) chose strongly agree and 19 students (70%) chose agree. However, there were some students who disagree with the statement. The number of the students who disagree were divided into 3 students (11%) chose disagree and 1 student (4%) chose strongly disagree. All in all, most of the students agreed that the self-monitoring sheets helped them in recording the data of their performances.

Then, interviewee 1 stated in the interview that the sheets were good. By using the sheets, she was able to see her progress from week to week. Due to this reason, she wanted to use the sheets in the future. She said that she wanted to use the sheets to see her progress from time to time. Following is what she said in the interview:
Researcher: And, do you want to use those sheets in the future?
Interviewee 1: Maybe
Researcher: Why?
Interviewee 1: Ya... I'm gonna see like what right now... What the mistakes that I made from that sheets and I can see like how much percentage that... Maybe for the fourth semester, how much percentage that I wanna reach and maybe someday in the next semester, I can see again what I did in semester four and I just wanna improve in the next semester.

It can be seen from the result that the sheets helped her to make progress in speaking. She said that she wanted to use the sheets to make targets in the next semester. Then, she would use the sheets to look back of what she did in the past, to see what mistakes she did, and try to improve it in the future.

Then, there was one student who stated that she wanted to use the sheets in the future if she was a teacher. She stated that if she becomes a teacher later, she will use the self-monitoring sheets to know her students’ progress and helped her students to improve their skills. From what she said, it can be concluded that the sheets helped the students in recording the data of their performances. Therefore, it would be easy for the teacher to track students’ progress.

The capability of the self-monitoring sheets to record the data of students’ performances was what made the students wanted to use the sheets in the future. This recording might be used to monitor one’s own progress and to set some targets in the future as well. It is in line with Rafferty (2010) who states that there is a good connection between self-monitoring and graphing. Graphing here means collecting the data and putting them into a chart or a graph. In addition, a research which is done by DiGangi, Maag, and Rutherford (1991, as cited in Rafferty, 2010) also states that there will be better results in using self-monitoring and
graphing. As a conclusion, it is in accordance with students’ perceptions that they wanted to use the sheets in the future because the sheets helped the students in tracking their progress in speaking with hope they could improve their speaking skills.

3. Other perceptions from the students

Although the majority of the students had positive responses on using self-monitoring sheets, there were some students who had different perceptions. From the five interviewees, there were three students who stated that they did not feel any improvements after filling the sheets. Two of them (later mentioned as group A) stated that the reason behind their statements was because the only thing that could helped them improve their speaking skills was practicing. The other one (later mentioned as group B) stated that her reason was because her lecturer did not use the self-monitoring sheets. She stated that if her lecturer also used the sheets, it would be very impactful on her. If their perceptions are seen from the theory of perception, it is normal to happen because it is in line with the theory of attribution theory. The theory states that attribution theory is “the perceptual process of deciding whether an observed behavior or event is caused largely by internal or external factors” (McShane & Von Glinow, 2005, p. 85).

Seen from the theory, the students from group A thought that the self-monitoring sheets were not impactful because they lacked motivation from themselves. They thought that practicing was the only thing that could improve
their speaking skills, so they had no interest in self-monitoring sheets. Thus, the perception of the students was attributed by internal factors.

Meanwhile, the student from group B stated that the sheets were not impactful on her because her lecturer did not use it. Thus, there was no one who would remind her to improve her speaking skills. As a result, she stated that she did not get any improvements after filling the sheets. According to the theory, the external factor, which was the absence of using self-monitoring by her lecturer, attributed to her perception. Thus, this phenomenon is called external attribution. So, it could be concluded that different perceptions among students was normal to happen because some perceptual errors occurred in the process of making the perceptions.

In conclusion, the students had good perceptions on using self-monitoring to improve their speaking skills. There were at least four positive responses from the students. First, the students liked the measurements part the most, which was the most important point in self-monitoring. Second, the students agreed that the sheets helped them in realizing their strengths and weaknesses. Third, the students agreed that the self-monitoring sheets motivated them to improve their speaking skills. Fourth, the students agreed that the self-monitoring sheets made them more responsible to improve their speaking skills. Those four good perceptions influenced each other. Thus, those good perceptions were made into a domino effect of using self-monitoring sheets. As the result of the positive responses, the students wanted to use the sheets in the future. The reason why they wanted to use
the sheets in the future was the sheets helped them in recording the data. There were also some students who had different perceptions on using the sheets. As a result, they did not want to use the sheets in the future. However, the number of the students was not significant. Hence, it can be concluded that the students had positive perceptions on using self-monitoring sheets to improve their speaking skills.
CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

This chapter shows the summary of the research and some suggestions related to the research. There are two parts in this chapter. The first part discusses the conclusions drawn from the research. The second part gives some recommendations on using self-monitoring sheets to improve students speaking skills.

A. Conclusions

This part shows the conclusions of the research. There are two sections of this part and each section concludes the answers of the two research problems.

1. Examples of Self-Monitoring Sheets that are Applicable to Improve Students’ Speaking Skills

To answer the first research problem, the researcher produced two kinds of self-monitoring sheets; for weekly meetings and for progress test in a form of presentation. The self-monitoring sheets examined students on some speaking aspects i.e. the percentage of English the students spoke, students’ grammar, and students’ fluency. The questions were in a form of filling in percentages or ticking one box that suited their conditions the best. The sheets also required them to set some targets on their speaking skills i.e. fluency and grammar. It was done by
asking students to fill in their targets in a form of percentages. The two types of self-monitoring sheets were tested by distributing them for three times. Then, the researcher compared the data. The findings showed that the sheets were applicable to improve students speaking skills for at least 3 reasons. The first reason was two out of three speaking aspects in speaking were improving. Then, self-monitoring sheets were able to assist students in rating their own behavior, which is the most important point in self-monitoring. Last, the sheets were able to motivate students to improve their speaking skills. It could be seen in students in the distribution of students’ motivation, most of the students set their goal in high standards.

2. Students’ Perceptions on Using Self-Monitoring Sheets to Improve Speaking Skills

After distributing questionnaires and conducting interviews, the researcher concludes that the students’ had positive perceptions on using self-monitoring sheets to improve students speaking skills. From the findings, it can be seen that there are at least four good responses from the students. First, the students liked the measurements part the most, which was the most important point in self-monitoring. Second, the students agreed that the sheets helped them in realizing their strengths and weaknesses. Third, the students agreed that the self-monitoring sheets motivated them to improve their speaking skills. Fourth, the students agreed that the self-monitoring sheets made them more responsible to improve their speaking skills. Those four good perceptions influenced each other. Thus, those good perceptions were made into a domino effect of using self-monitoring sheets.
Thus, as the result of the good responses, the students wanted to use the sheets in the future. The students agreed that the sheets helped the students in tracking their progress in speaking with hope they could improve their speaking skills.

B. Recommendations

This part gives some recommendations related to using the self-monitoring sheets to improve students’ speaking skills. The recommendations are addressed to the students, the lecturers, and also the future researchers on this topic.

1. For ELESP SDU Lecturers

It is recommended to the lecturers to use the self-monitoring sheets to improve students speaking skills. The lecturers may use the provided self-monitoring sheets, or make another self-monitoring sheets. The lecturers can change the targets into other aspects preferences. However, the targets should be maintained to be in the sheets in order to see the improvements. Then, the self-monitoring should be conducted regularly. The lecturers are also expected to do regular monitoring i.e. once a week to the students to check whether the students have improved their speaking skills.

2. For ELESP SDU Students

It is suggested to the students to use self-monitoring to improve their speaking skills. Self-monitoring sheets are one of the effective media to do the
self-monitoring. Thus, the students may use the provided sheets or make their own sheets, customized with their own needs. It is good for the students to fill the sheets and do the self-monitoring seriously to give more improvements. The researcher also recommend the students to check their improvement regularly i.e. once in a week, to see the improvements.

3. For Future Researchers

The future researchers who are interested in the same field may use the same method which is using self-monitoring sheets to improve other aspects in second language learning. The future researchers can also use this method to improve specific components in speaking i.e. grammar or pronunciation. Last, since self-monitoring is a continuous activity, the self-monitoring sheets will consume a lot of paper. Thus, the future researchers may conduct another research related to using self-monitoring sheets in electronic media i.e. Google Form or Survey Monkey to implement the self-monitoring sheets.
REFERENCES


APPENDICES
### APPENDIX 1: SELF-MONITORING SHEETS FOR WEEKLY MEETINGS BLUEPRINT

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<td>Students’ target</td>
<td>Armstrong and Frith (1984) gives an illustration of self-monitoring. One of the illustrations is about a person who shops without making a list and being punished by paying extra money for something that should not be bought or getting scolded by family members because forgetting something should be bought. Then, putting those thoughts into a person’s mind, he makes a list of groceries and as he buys the things on the list, he crosses the things that have already been bought. From the theory, the self-monitoring includes targets to be achieved in order to reduce inappropriate behavior.</td>
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**APPENDIX 2: SELF-MONITORING SHEETS FOR PROGRESS TEST BLUEPRINT**

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</tr>
</tbody>
</table>
APPENDIX 3: SELF-MONITORING SHEETS FOR WEEKLY MEETINGS

PRACTICE MAKES PERFECT

Please fill the spaces below or tick the box that suits you the best!

1. What is the topic of today’s lesson?

________________________________________________________________________

2. The percentage of English I speak today is...

- □ 0-25%
- □ 25-50%
- □ 50-75%
- □ 75-100%

3. I think my grammar in speaking today is...

- □ 😊
- □ 😊😊
- □ 😊😊😊
- □ 😠
4. How many new vocabularies that I learned today? List them on the space!

☐ I did not learn any new vocabularies today
☐ 1-3 words:
  __________________,
  __________________
☐ 3-5 words:
  __________________,
  __________________
☐ More than 5:
  __________________
  __________________

5. In the next meeting, I want to speak English ...

☐ 0%

6. And my other targets are ... (choose your priority of the following and fill in the percentage! You may choose more than one)
☐ I want to speak English with the right grammar _____%
☐ I want to speak English using the right pronunciation _____%
☐ I want to have _____ (how many) new vocabularies and use those words
☐ I want to increase my fluency by _____%
☐ Others:
  ______________________________________________________
APPENDIX 4: SELF-MONITORING SHEETS FOR PROGRESS TEST

**PRACTICE MAKES PERFECT**

Please answer these questions by ticking the box or filling in the spaces!

1. How was your preparation for today’s presentation?

   [ ] I was very prepared
   [ ] I was prepared
   [ ] I was neither prepared nor unprepared
   [ ] I was unprepared
   [ ] I was very unprepared

2. How do you describe your performance today?

   [ ] Excellent
   [ ] Good
   [ ] Fair
   [ ] Poor
   [ ] Very Poor

   **Note:**

3. In 1-5 scale, how many times did you stumble in today’s performance? (1 is very little, 5 is so many times)

   [ ] 1
   [ ] 2
   [ ] 3
   [ ] 4
   [ ] 5

4. In your opinion, what are the things that influence your today’s performance fluency?

   [ ] I didn’t practice much
   [ ] I was nervous
   [ ] I didn’t understand the theme well
   [ ] Other: ___________________________

5. For the next project, I want to improve my fluency by …

   [ ] %
6. How will you achieve the target?
   ☐ I will practice much
   ☐ I will prepare well
   ☐ I won't pay too much attention to things that make me nervous
   ☐ Others: _______________________________________________________

7. I think my grammar today is ...
   ☐ ☐ ☐

8. For the next project, I want to improve my grammar by ...
   ☐ %

9. How will you achieve the target?
   ☐ I will practice much
   ☐ I will prepare well
   ☐ I will ask my friends or my lecturers to help me
   ☐ Others: _______________________________________________________
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**APPENDIX 5: FIRST DATA OF STUDENTS' SELF-MONITORING SHEETS FOR WEEKLY MEETINGS IN THE 1ST**

**CONDUCT**

Eng speaking grammar Vocab target speaking target grammar target pronun target vocab target fluency

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**APPENDIX 5: FIRST DATA OF STUDENTS' SELF-MONITORING SHEETS FOR WEEKLY MEETINGS IN THE 1ST**

**CONDUCT**

Eng speaking grammar Vocab target speaking target grammar target pronun target vocab target fluency

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PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI
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**ENg speaking:**
- Grammar: 99%
- Vocabulary: 100%
- Target speaking: 0 words
- Target grammar: 99%
- Target pronunciation: 100%
- Target fluency: 0%

**D**
- 25-50%: 80%
- 50-75%: 80%
- 75-100%: 80%

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PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI
## APPENDIX 8: QUESTIONNAIRES BLUEPRINT

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<th>Question no.</th>
<th>Aspect to Investigate</th>
<th>Theories</th>
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<tbody>
<tr>
<td>1-5</td>
<td>Students’ ability in speaking English</td>
<td>According to Goh &amp; Burns (2012), speaking skill or production of speech consists of three fundamental stages. The first one is the conceptual preparation where the speakers think or select the topic that they are going to speak. They also prepare the ideas that are going to be produced. The second stage is formulation where the speakers “formulate” all the substances needed to produce a speech. It is related to their knowledge about language such as grammar and syntax. The third one is the articulation or the stage where the speakers are actually saying it out loud. It requires their competence on pronunciation, stress, or intonation. Based on Goh &amp; Burns (2012) stated that in the speech production stages, there are three important stages which are “conceptual preparation (thinking about what to say), formulation (how to say it), and articulation (actually saying it)”. However, the most important stage that underlies those stages is the metacognitive process which is self-monitoring.</td>
</tr>
<tr>
<td>6-8</td>
<td>Self-monitoring for students’ speaking skills</td>
<td>According to Armstrong &amp; Frith (1984), self-monitoring or self-observation is “the process or recording information about oneself.” Armstrong &amp; Frith (1984) also stated that one of the advantages of using self-monitoring is facilitating the students to feel responsible of their behavior. Based on Goh &amp; Burns (2012) stated that in the speech production stages, there are three important stages which are “conceptual preparation (thinking about what to say), formulation (how to say it), and articulation (actually saying it)”. However, the most important stage that underlies those stages is the metacognitive process which is self-monitoring.</td>
</tr>
</tbody>
</table>
APPENDIX 9: QUESTIONNAIRES FORM

QUESTIONNAIRE
Self-Monitoring Sheets for Students’ Speaking Skills

Name : __________________________________________
St. Number : __________________________________________
Cellphone No. : __________________________________________

Dear Student,

After filling some self-monitoring sheets for the past few weeks, I would like to know your point of view regarding to the using of self-monitoring sheets. I need your honest and thoughtful answer for the data analysis in order to evaluate the self-monitoring sheets. I also need your cellphone number because I need to choose some interviewee to enrich my data. I thank you so much for your cooperation and kindness.

Please tick (✓) one of the agreements that suits your opinion related to using self-monitoring in speaking class.

SD : Strongly Disagree
D : Disagree
A : Agree
SA : Strongly Agree

<table>
<thead>
<tr>
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<th>D</th>
<th>A</th>
<th>SA</th>
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<td>I always speak English in the class</td>
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<tr>
<td>2.</td>
<td>I speak English with good grammar</td>
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<td>3.</td>
<td>I have good pronunciation in English</td>
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<td>4.</td>
<td>I always want to have new vocabularies</td>
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<td>5.</td>
<td>I speak English fluently</td>
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<td>6.</td>
<td>Self-monitoring sheets help me to record my data in order to improve my English speaking skills</td>
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<td>7.</td>
<td>After filling the self-monitoring sheets, I feel more responsible of improving my English speaking skills</td>
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<td>8.</td>
<td>I feel some improvements in my English speaking skills after filling the self-monitoring sheets</td>
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</table>
In your opinion, what aspects of your English speaking skills are improving after you filled the self-monitoring sheets? Please put an order from 1-4 (1 is the most improving and 4 is the least improving) in the box!

- The percentage of English that I speak
- My grammar in speaking
- My pronunciation
- My fluency
APPENDIX 10: FIRST DATA OF QUESTIONNAIRES

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<th>Speak with good grammar</th>
<th>Have good pronunciation</th>
<th>Want to have new vocabulary</th>
<th>Speak fluently</th>
<th>SM help record data</th>
<th>SM makes more responsible</th>
<th>Feel some improvement</th>
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### APPENDIX 11: FIRST DATA OF SPEAKING ASPECTS’ RANKS THAT THE SELF-MONITORING SHEETS GIVE THE MOST IMPACTS ON THE SPEAKING SKILLS

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**Note:** The table above represents the rankings given by the respondents to different aspects of speaking. The numbers indicate the order of importance, with 1 being the most important and 4 being the least important. The aspects listed are: Speaks English, Grammar, Pronunciation, and Fluency.
APPENDIX 12: INTERVIEW LIST

INTERVIEW LIST

1. What do you think about your speaking skills? Is it great, so-so, or bad?

2. You know that in the last few meetings, you had been given self-monitoring sheets after finishing class, what do you think about those sheets?

3. Do you feel any improvement in your speaking skills (especially in your performance) after filling those sheets? (if yes, go to question 4, if no, go to question 6)

4. What are the improvements? How do those sheets giving you improvements in speaking skills?

5. What do you like about those sheets?

6. What would you suggest so those sheets can give you any improvement?

7. Do you want to use those sheets in the future? Why?
APPENDIX 13: SAMPLE OF INTERVIEW TRANSCRIPT

R: Researcher; Int. 3; Student

R : So, good morning.
Int. 3 : Good morning.
R : How are you today?
Int. 3 : So-so. Because CRW. Too many questions in CRW and it ruins my mood.
R : Okay. So, the first question is what do you think about your speaking skills?
C : Um, so-so. Sometimes it’s worst, sometimes it is good, sometimes ya…. It depends on how I speak on that time.
R : Okay. So, what do you think is the most difficult part in speaking?
C : Grammar. And sometimes I feel that I lost my vocabularies because I’m nervous.
R : Okay… You know that in the last few meetings, you had been given the self-monitoring sheets. What do you think about those sheets?
Int. 3 : It helps me to evaluate my progress on speaking. Maybe I feel like I’m worse in the impromptu speech but I think that I improve it on my presentation. Ya, something like that.
R : So, it helps you to evaluate yourself?
Int. 3 : Yeah.
R : Do you think that it helps you in recording your data?
Int. 3 : Yeah, it helps me.
R : So, according to your answer in the questionnaire, you don’t think that it gives you improvements in your speaking skills. Why do you think so?
Int. 3 : Um, because I think that if it is used, um, Ms. Yuseva also use it, I think that it will help me a lot. I mean like, when she knows about my problem, maybe grammar or something like that, she will help me to improve it. So like, “Oh, Chayes, you need more practice or improve your grammar!” But if it is used by myself only, it is not really helpful. But when it is used by my lecturer, Ms. Yuseva for example, it will be really helpful.
R : So, what do you suggest for the self-monitoring sheets to give you any improvements in the future?

Int. 3 : Like I’ve said before, I think it should be used by my lecturer. It’s good for me actually but it will improve my speaking more if my lecturer also use it.

R : From the self-monitoring sheets, what do you like about those sheets?

Int. 3 : The percentage

R : Why?

Int. 3 : Because when I percentage my speaking progress, I really need to think on how I improve it. I really really need to evaluate myself.

R : And what don’t you like about those sheets?

Int. 3 : Hmm…. I don’t know

R : Okay, you don’t know. So, the last question, do you want to use those sheets in the future?

Int. 3 : Ya. Maybe if I become a teacher, I will use it to evaluate my students of course. So I know their progress. Ya, it will be useful.

R : Okay, thank you so much for your time!
APPENDIX 14: SAMPLE OF STUDENTS’ SELF MONITORING IN THE 1ST CONDUCT

<table>
<thead>
<tr>
<th>Practice Makes Perfect</th>
<th>Name</th>
<th>#</th>
</tr>
</thead>
</table>

Please fill the spaces below or tick the box that suits you the best!

1. What is the topic of today’s lesson?
   How to present an important speech.

2. What is the percentage of English you speak today?
   - [ ] 0-25%
   - [x] 25-50%
   - [x] 50-75%
   - [ ] 75-100%

3. What do you think about your grammar in speaking today?
   - [ ] 😊
   - [ ] 😐
   - [ ] 😞
   - [ ] 😞
4. How many new vocabularies that I learned today? List them on the space!

- [ ] I did not learn any new vocabularies today
- [X] 1-3 words:
  - [ ] decreable ________ adv
  - [ ] unsuitable ________ adj
- [ ] 3-5 words:
  - [ ] ________ ________ ________ ________
- [ ] More than 5:
  - [ ] ________ ________ ________ ________ ________ ________ ________

5. In the next meeting, I want to speak English ...

- [ ] 75 %

6. And my other targets are ... (choose your priority of the following and fill in the percentage! You may choose more than one)

- [ ] I want to speak English with the right grammar ___ %
- [ ] I want to speak English using the right pronunciation ___ %
- [ ] I want to have ___ new vocabularies and use those words
- [ ] I want to increase my fluency by ___ %
- [ ] Others:
APPENDIX 15: SAMPLE OF STUDENTS’ SELF-MONITORING IN THE 2ND CONDUCT

PRACTICE MAKES PERFECT

Please fill the spaces below or tick the box that suits you the best!

1. What is the topic of today’s lesson?
   - The day of informative speech!

2. The percentage of English I speak today is...
   - [ ] 0-25%
   - [ ] 25-50%
   - [x] 50-75%
   - [ ] 75-100%

3. I think my grammar in speaking today is...
   - [ ] Good
   - [ ] Acceptable
   - [ ] Poor
   - [ ] Very poor
4. How many new vocabularies that I learned today? List them on the space!

☐ I did not learn any new vocabularies today

☐ 1-3 words:

☐ 3-5 words:

☐ More than 5:

5. In the next meeting, I want to speak English ...

6. And my other targets are ... (choose your priority of the following and fill in the percentage! You may choose more than one)

☐ I want to speak English with the right grammar ___ %

☐ I want to speak English using the right pronunciation ___ %

☐ I want to have ___ (how many) new vocabularies and use those words

☐ I want to increase my fluency by ___ %

☐ Others:
APPENDIX 16: SAMPLE OF STUDENTS’ SELF-MONITORING IN PROGRESS TEST

Please answer these questions by ticking the box or filling in the spaces!

1. How was your preparation for today’s presentation?
   - [ ] OK
   - [ ] Not good
   - [ ] OK
   - [ ] Not good
   - [ ] Not good

2. How do you describe your performance today?
   - [ ] OK
   - [ ] Not good
   - [ ] Not good
   - [ ] OK
   - [ ] Not good

Note: Actually, I did it well, but I have to complete my paper.

3. In 1-5 scale, how many times did you stumble in today’s performance? (1 is very little, 5 is so many times)
   - [ ] 1
   - [ ] 2
   - [ ] 3
   - [ ] 4
   - [ ] 5

4. In your opinion, what are the things that influence your today’s performance fluency?
   - [ ] I didn’t practice much
   - [ ] I was nervous
   - [ ] I didn’t understand the theme well
   - [ ] Other

5. For the next project, I want to improve my fluency by...
   - [ ] 25
   - [ ] 0%
6. How will you achieve the target?
   - [ ] I will practice much
   - [ ] I will prepare well
   - [x] I won't pay too much attention to things that make me nervous
   - [ ] Others ______________________________

7. I think my grammar today is ...
   - [ ] Good
   - [ ] Mostly good
   - [ ] Poor
   - [ ] Mostly poor
   - [ ] Others ______________________________

8. For the next project, I want to improve my grammar by ...
   - [ ] 80%
   - [ ] 90%
   - [ ] 100%
   - [ ] Others ______________________________

9. How will you achieve the target?
   - [x] I will practice much
   - [ ] I will prepare well
   - [ ] I will ask my friends or my lecturers to help me
   - [ ] Others ______________________________
APPENDIX 17: SAMPLE OF STUDENTS’ QUESTIONNAIRES RESPONSE

QUESTIONNAIRE
Self-Monitoring Sheets for Students' Speaking Skills

Name: 
S. Number: 
Cellphone No.: 007

Dear Student,

After filling some self-monitoring sheets for the past few weeks, I would like to know your point of view regarding to the using of self-monitoring sheets. I need your honest and thoughtful answer for the data analysis in order to evaluate the self-monitoring sheets. I also need your cellphone number because I need to choose some interviewee to enrich my data. I thank you so much for your cooperation and kindness.

Please tick (√) one of the agreements that suits your opinion related to using self-monitoring in speaking class.

SD : Strongly Disagree
D : Disagree
A : Agree
SA : Strongly Agree

<table>
<thead>
<tr>
<th>No.</th>
<th>Statement</th>
<th>SD</th>
<th>D</th>
<th>A</th>
<th>SA</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>I always speak English in the class</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>I speak English with good grammar</td>
<td>✓</td>
<td></td>
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<tr>
<td>3.</td>
<td>I have good pronunciation in English</td>
<td>✓</td>
<td>✓</td>
<td></td>
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<tr>
<td>4.</td>
<td>I always want to have new vocabularies</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
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<tr>
<td>5.</td>
<td>I speak English fluently</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>6.</td>
<td>Self-monitoring sheets help me to record my data in order to improve my English speaking skills</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td>After filling the self-monitoring sheets, I feel more responsible of improving my English speaking skills</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td></td>
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<tr>
<td>8.</td>
<td>I feel some improvements in my English speaking skills after filling the self-monitoring sheets</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
</tbody>
</table>

In your opinion, what aspects of your English speaking skills are improving after you filled the self-monitoring sheets? Please put an order from 1-4 (1 is the most improving and 4 is the least improving) in the box:

1. The percentage of English that I speak
2. My grammar in speaking
3. My pronunciation
4. My fluency